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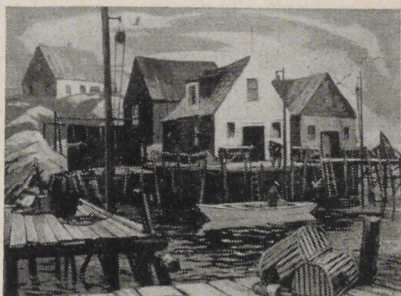
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# the ATA magazine

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### COVER STORY

January and February are the months for skiing in Alberta. The deep powder snow of the mountain runs gladdens the ski runner's heart. Closer home, the gentle slopes of local hills are dotted with beginners and those whose budgets have not yet recovered from Christmas.





# Free or Controlled Thought

"Criticism", says the dictionary, is "the act of passing judgment as to the merits of anything". Secondary definitions include "the art of passing severe judgment, censure, and fault-finding". Perhaps most people think of criticism more often in the negative or fault-finding sense rather than the value judgment aspect.

It seems to us that one of the most useful things the school and the teacher can do is to teach students to think critically. And to teach critical thinking is not something anyone can do. Most of us are too willing to let others do our thinking for us. Our views of controversial issues are often the product of clichés or the views of people that we think should know. In brief, we search for short-cuts in the business of thinking.

Considerable pressures push us towards the path of least resistance in the business of thinking. For one thing, the opinions of experts are always available. Modern governments seek by subtle and occasionally by arbitrary means to think for us. There have been occasions when politicians have shown blatant cynicism about the public's right or ability to think. Newspapers, radio, television, pictorial magazines — all the media of communication—deluge us with the ideas of others, and it is altogether too easy to follow the line of thought others set out for us.

The citizen of today must be able to isolate himself sufficiently from this barrage of propaganda long enough to do some hard thinking, if he is to come up with individualistic judgment. He is tempted everywhere to let others do the job for him. He is exhorted to adopt the slogan or to discount with the smear. He is reminded that to conform is the right thing to do. Rugged individualists are regarded as eccentrics. Free thinkers are suspect.



In the face of all this, it is not an easy task to teach students to be chary of forming judgment on insufficient or unreliable evidence. It is not easy to show them that few issues we face today are of the black-and-white variety. It is still more difficult to teach them respect for integrity of judgment when what they see outside the classroom belies what you teach. But you must persist in your efforts because the ultimate stake in the game is individual liberty. The subtle and continuous erosion of freedom of thought in our society can be halted only when the majority refuse to let others do their thinking for them, when they show arrogant governments that the public can and will think for itself.

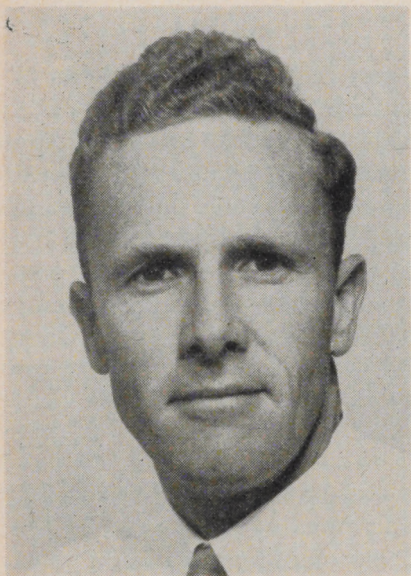
If we are appalled by the enormous change in our world of today, we must be even more appalled by contemplating what may be the world of tomorrow. Our children and our children's children must and will make decisions in the future the wisdom of which may well determine the survival of the race. To face conditions which may be as rapidly changing or even more unstable than those of today, our young people must have the armour of an education which is neither purely vocational nor purely liberal but is rather a blending of both knowledge and attitudes.

To this problem education must adjust itself. This must be the common goal of everyone interested in education. Concern for how we are to accomplish this objective must haunt our conscience. Trustee and teacher, politician and parent, renter and ratepayer, need to think about adjusting our educational system to the world of today and tomorrow as often and even more than they think about buildings, mill rates, teachers' salaries, and the rest. Let all of us interested in education substitute fact for fiction, objectivity for opinion, research for rule of thumb. We need increasingly larger doses of critical thinking applied to the problems facing education today, if our concept of education for tomorrow is not to be found to be too little and too late.



# ATA February Conventions

**Calgary City — February 4 and 5 at Crescent Heights High School**



**ANTHONY H. McNAUGHTON**

Anthony H. McNaughton will be guest speaker at the Calgary City Convention.

Mr. McNaughton is currently attached to the faculty of the department of education, University of California at Berkeley. He is on leave of absence from Ardmore Teachers' College in New Zealand where he is a lecturer in history.

Prior to accepting appointment to Ardmore Teachers' College, Mr. McNaughton was an assistant lecturer in Auckland Teachers' College, another of the six teacher education institutions in New Zealand. His initial teaching experience was at the elementary school level. Mr. McNaughton holds an M.A. degree in history, a diploma in education, and is at present on a Fulbright Scholarship.

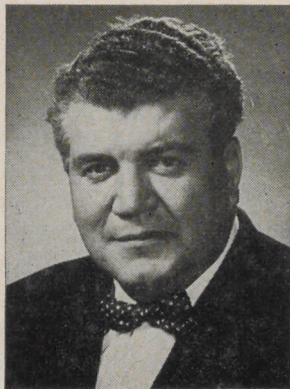
In New Zealand, Mr. McNaughton is a member of a national committee on the social studies curriculum. He is a member of the Auckland Historic Places Society, the National Historic Places Trust, the New Zealand Geographic Society, and the Auckland Institute and Museum.

During his scholarship year at the University of California, Mr. McNaughton is studying processes in curriculum revision on behalf of the New Zealand committee he represents.

**Locals —** Calgary City and Calgary Separate.

**Convention Officers —** L. W. Roberts, president; Miss Phyllis M. Light, secretary; and Alex Balano, publicity chairman, Calgary.

**Visiting Speakers —** Anthony H. McNaughton, Alberta Teachers' Association



**H. J. M. ROSS**



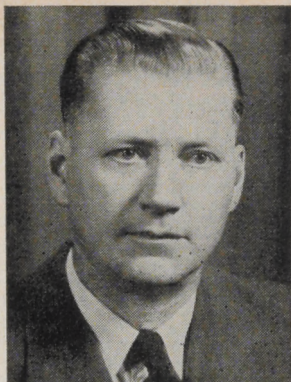
guest speaker; A. B. Evenson, Department of Education; H. J. M. Ross, Alberta Teachers' Association.

**Superintendents** — R. A. Cannon and R. W. Warren.

**High School Inspector** — L. W. Kunelius.

**Form of Convention** — General and workshop sessions and panels.

**Entertainment** — Dance.



**A. B. EVENSON**

## **Edmonton City — February 7 and 8 at Strathcona and Victoria Composite High Schools**

Guest speaker at the Edmonton City Convention will be Dr. I. James Quillen, dean of the school of education, Stanford University.

Dr. Quillen received his A.B. degree from the University of Delaware and his Ph.D. degree in American history from Yale University. Prior to coming to Stanford University in 1936, he taught in public schools in Delaware and served later on the faculty of Colorado State College of Education.

Dr. Quillen has been active in UNESCO affairs. He assisted in the organization of UNESCO as a member of the Liaison Committee on International Education, and in 1948-1949, he was an official of the UNESCO Secretariat in Paris. In 1952 he served on the Mexican-United States Project for the improvement of history texts, and during 1956 on the International Relations Committee of the National Education Association.

From 1937 to 1946 Dr. Quillen served as co-director or co-chairman of the Social Education Committee, Social Studies Committee, and the Workshop on Community Leadership at Stanford Univer-



**I. JAMES QUILLEN**

sity. In 1944, he was president of the National Council for the Social Studies.

Dr. Quillen is the author of a number of published works.



**Locals** — Correspondence School, Edmonton Elementary, Edmonton Junior High, Edmonton High School, Edmonton Separate, and West Jasper Place.

**Convention Officers** — P. W. R. Holt, president; Miss Marjorie J. Grant, corresponding secretary; and Mrs. Violet Syrotuck, recording secretary.

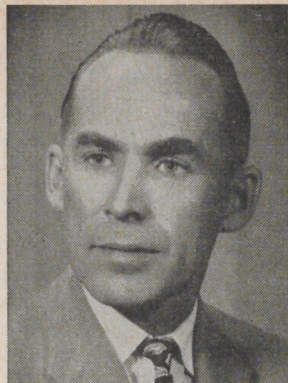
**Visiting Speakers** — Dr. I. James Quillen, Alberta Teachers' Association guest speaker; M. O. Edwardh, Department of Education; W. H. Worth, Faculty of Education; H. J. M. Ross, Alberta Teachers' Association.

**Superintendents** — H. E. Beriault, A. A. O'Brien, W. P. Wagner, and C. B. Willis.

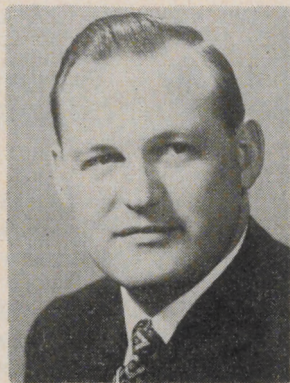
**High School Inspector** — T. C. Byrne.

**Form of Convention** — General and group sessions.

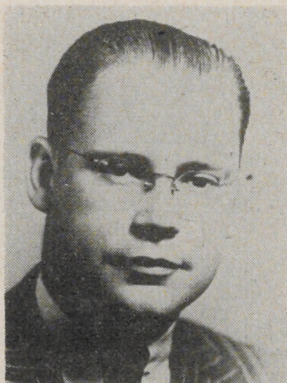
**Entertainment** — Supper dance.



M. O. EDWARDH



W. H. WORTH



JOHN L. ROWE

Special subject speaker at the Edmonton City Convention will be Dr. John L. Rowe, editor of the *American Business Education Yearbook* and chairman of the department of education, University of North Dakota. Dr. Rowe's visit to this convention is being made possible through the courtesy of the McGraw-Hill Publishing Co. (Canada) Ltd.

Dr. Rowe holds his B.Ed. degree from Wisconsin State College, his M.A. degree from the State University of Iowa, and his Ed.D. degree from Columbia Univer-

sity. From 1935 to the present Dr. Rowe has served as professor of business education in a number of universities, including Boston, Columbia, and Northern Illinois State Teachers' College. He is the author of a number of books including three on the techniques of typewriting.

During the Edmonton Convention, he will speak about and demonstrate the teaching of typing techniques. At a special meeting at 10 a.m. on Saturday, February 9 in the Commercial Building of Victoria Composite High School, Dr. Rowe will speak to a meeting of commercial teachers from the districts outside Edmonton.



# New Year's Greeting

IN many parts of the world, 1956 was a year of great tribulation and suffering. Sinister forces brought death and destruction to people of other lands. The same forces intensified the international crisis which has already brought untold fear and misery into the lives of millions.

How fortunate we are here in Alberta to have escaped the privation and brutality which has been the lot of so many elsewhere, and to have experienced, instead, a wonderful year of peaceful and prosperous activity.

Let us be humbly grateful at this time for the many blessings which we have enjoyed in such bountiful measure, and let us firmly resolve to do our utmost by word and deed to promote peace and goodwill among men during 1957.

There are many ways, of course, in which those of us engaged in the challenging and inspiring work of educating the boys and girls of Alberta can carry



A. O. AALBORG

out this resolve. If we act on it in our own particular field of endeavour, we will constantly seek and find opportunities to build and strengthen cooperation and harmony among parents, trustees, and teachers, so vital to the welfare and advancement of our schools.

With these thoughts in mind, it is a great privilege to again extend to all members of the Alberta Teachers' Association, their families, and their pupils, my sincere good wishes for a Happy and Successful New Year.



# Changes Ahead

**There is grave doubt that our  
schools as constituted**

**T**HE American people throughout their history have held great expectations for their schools and have seen them as means to the achievement of both individual and national goals and aspirations. The American schools have been wonderfully responsive to these demands. They have extended their reach downward and upward; they have contrived to enrol larger and larger proportions of the population; and they have constantly broadened their offerings and services in an attempt to minister to the new needs expressed by society.

Certainly the schools have not realized all the hopes placed upon them; but, by and large, they have been the kinds of schools that the American people wanted and were willing to support. If they are to be charged with the ills of our society, it is only reasonable that they should be credited also with its virtues. It is not fanciful to suppose that there may be some relationship between the upward and outward extension of educational opportunities and our amazing scientific and technological progress. Claim can be laid also to a considerable share in the development of the work skills which contribute to the increased productivity that underlies our present abundance. Probably no schools in the history of mankind have ever achieved so wide a range of objectives for so large a proportion of the population as have the schools of the United States.

## **New demands on education**

The demands on education are still growing and taking on new dimensions which constitute a more fundamental challenge to the schools than the necessity for operating with a shortage of both classrooms and qualified teachers. In essence, the new demands spell out the need for a quality education for the masses, which is a demand never before made on the schools of a nation. Analysis of the situation compels a doubt that the schools as now constituted and supported can carry this burden of preparing man to occupy the new world which is emerging from repeated applications of science and technology to the material conditions of life.

## **An expanding culture**

Young people growing up in the world of today are confronted with the necessity of developing new concepts of distance, time, and the organization of human relationships. The cultural heritage which they need to assimilate is broader and richer than has been set before any previous generation. Moreover, the school's choice of content from among the profusion of accumulating knowledge is made more difficult by lack of consensus on values and lack of agreement among scholars on the criteria for choice. We are confronted, therefore, not only with the need for a rather thorough examination of the cur-



# For Our Schools

ed today can prepare our children for tomorrow.

**FRANCIS S. CHASE**

ricula now offered in our schools, but with the necessity for developing new approaches to the selection of content and the organization of learning experiences.

## **New work skills**

The need for curriculum reconstruction is also underscored by the increasing level of literacy and technical skill required for effective work in industry, government, and the professions. The advance of the American economy is punctuated by the continuing destruction of low-skilled jobs and their replacement by jobs requiring highly developed technical or managerial skills. This process is now being accelerated so that industry will be demanding fewer and fewer routine operators and ever larger numbers of men with the skills to design, build, install, repair, and control machinery. A high proportion of the new jobs being created require basic understandings and skills in mathematics, science, and the arts of communication. Heavier demands are being made, too, on the ability to plan, to coordinate operations, and to exercise independent judgment. These industrial demands for highly literate workers are paralleled in government

and the military services. Our scientific and professional occupations now employ over 5,000,000 persons as compared with just over 1,200,000 in 1900; and the demand is still rising.

## **Intercultural communication**

There was a time when acquaintance with the elements entering into Western civilization would entitle one to qualify as an educated citizen of the United States. This is no longer true. The responsibilities of citizenship in our closely knit world demand some knowledge of many cultures. For our own interests, as well as for the sake of our obligations to mankind, we need citizens who can understand how the peoples of other lands have come to terms with their own environments and, in so doing, developed institutions and systems of values different from ours. Educational agencies in the United States must set themselves a goal of helping our adult citizens and the young people now growing up to understand well enough the peoples of Africa, Korea, the Middle East, or other undeveloped lands, to help them achieve their own proper aspirations and to choose membership in the free world through the processes of enlightenment and social advance.

## **Need for wise choices**

The American dream is centred around the idea of an individual who is free to





work out his destiny in his own way and to determine within broad general limits how he will make his particular contribution to society. Not only is man to be free to chart his private course, but the public policy itself is conceived as the resultant of choices freely arrived at by individual members of society. In the conditions of the modern world the knowledge requisite for wise decisions continually increases, and the effects of unwise choices grow daily more appalling. Thus, the importance of wise decisions is heightened and at the same time the complexity of the interacting factors makes wise decisions increasingly difficult to reach. If men, therefore, are to be free not only to think their own thoughts and to speak their own minds, but also to shape public policy through decisions individually arrived at, there must be some assurance that the free

choices of individuals will somehow add up on the side of wisdom and the general welfare. Our chief guarantee of such an outcome lies in providing for all of our citizens a quality of education reserved in most societies for a small elite group.

### **Change outstrips prediction**

There are persons who talk of predicating education upon the kinds of conditions which will be met in adult life by members of the rising generation; but, we are not wise enough to predict what these conditions will be. Who in 1900 could have predicted the hydrogen bomb, jet planes traveling at 2,000 miles per hour, colour television, or the possibility of man-made satellites circling indefinitely in space. The rate of change constantly outspeeds the efforts of education to draw abreast of needs and makes futile any attempt to prepare



narrowly for the demands of contemporary or emerging society.

I can see only one way out of this dilemma, and that is to aim for an education which will enable man to abstract from the culture the understandings and skills through which to maintain his equilibrium in a field of rapidly shifting forces. The old argument among those who would have education address itself to immediate social needs and those who would have it beamed at the development of a 'liberated' mind is now largely obsolete. The most immediate and pressing demands of our times, when analyzed, will turn out to be not those for narrow vocational skills or for easy social adjustment, but for a depth of understanding which will make it possible to apply the accumulated wisdom of the race to new conditions as they arise.

### **New approaches needed**

All that we have been saying supports the notion that there is need for a thorough reformulation of the content, the method, and the administrative organization of education for all age groups. In our world of magnified power and telescoped space and time, the peoples of the world jostle each other with dangerously meagre understandings of each other's destinations, needs, or intentions. They live in a constant state of anxiety because they do not understand well enough to control the new forces which man has unleashed. Technological change has outrun social invention and the minds of men have not been prepared to assimilate the changes already made, much less the even greater ones swarming beyond the horizon.

While the demands on education have increased enormously, the possibility of adapting educational provisions to emerging needs has also expanded greatly. The advances in biology, anthropology, psychology, and other social sciences have given us a new understanding of man and how he grows and learns. We are also in a much better position than

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**Dr. Chase is chairman of the Department of Education, The University of Chicago. This article is adapted from an extended treatment of "New Demands in Education" now in process of publication in book form by the University of Pittsburg press. Dr. Chase was formerly executive secretary of the Virginia Education Association and later director of the Education Communications Service.**

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formerly to tap the varied cultural resources of all the peoples of the earth. Consequently, the potential resources for the reconstruction of learning experiences and the preparation of teachers are more numerous and diverse than in any previous period. Furthermore, the steady rise in national productivity and income makes possible the support of a vastly improved program of education without imposing any strain on the economy.

To achieve the necessary reconstruction of education, we must proceed on a broader front than previously and with a wider array of talent than has yet been brought to the task. Experienced teachers who know at first hand the problems encountered in the education of the young must pool their knowledge with those who have had opportunity to observe and analyze the work of many different teachers in many kinds of situations. The special insights into human behaviour of the clinical psychologist must be mingled with the anthropologist's understanding of how culture conditions learning, the sociologist's perceptions of the complex interaction between the school and the society in which it is rooted, and the historian's perspective on the growth and decline of institutions and civilizations. Moreover, the choice of content for the learning sequences must be made with the active and enlightened assistance of

*(Continued on Page 59)*



# Snow

## -the two-faced giant

FERGUS CRONIN

**E**VERY day of the year it's snowing in Canada—somewhere. For instance, while eastern Canada was sweltering under extreme temperatures last July, nine inches of snow was falling on the government weather station at Alert, Baffin Island.

More snow falls on Canada than on any other country, with the possible exception of Russia. And last winter was one of the worst for snowfall in Canadian history. Record falls occurred from one end of the country to the other.

The glaciers, great masses of compressed snow, carved and moulded Canada's geography during the ice ages, and snow has always been a major factor in our lives. It has influenced the design of our houses, our living habits, our clothes, the way we travel, and what we eat.

It is a boon to the fur trade, the mining industry, and to logging. It aids the farmer, is a blessing to hydro authorities, and is the source of a multi-million dollar income in the winter sports areas. In the north it opens roads to otherwise inaccessible parts and acts as a natural refrigerator. It beautifies drab cities and is a joy to painters, poets, Santa Claus, and little boys in red mittens.

But snow has another face, not nearly as pleasant. It is one of the most bitter, constant, and all-powerful enemies of Canadian life. Every year it all but disrupts parts of the nation's economy. Some years it has succeeded.

Millions of dollars are spent every year trying to get rid of it—Montreal

alone spends up to \$4,000,000. It ties up railways, provincial highways, city roads, and causes devastation and flooding. Mile-long stretches of rail track and highway have been swept away in the Rockies by snow slides. And when snow melts and freezes again on farm lands, it becomes a crop killer.

It is the main cause of our increasing winter accident rate, and a perennial shortener of motorists' already short tempers. Milkmen, breadmen, and mailmen abhor the sight of it.

But like it or not, snow is big business in Canada. Stretching from southwestern Ontario, in the same latitude as California, to beyond the north magnetic pole, the country has to grapple with what is believed to be the greatest tonnage of snow in the world. The ten biggest Canadian cities have more than 6,000 miles of streets, enough to stretch one-quarter of the way round the world. The railways have over 39,500 miles of track. Add to this the thousands of miles of provincial and municipal highways. On many of these roads and tracks snow is falling at the same time and, to keep the country mobile, has to be removed.

Snow has become so important to our economy that chain stores consult weather experts before announcing sales. Snow in downtown city areas keeps women out of the stores, but it helps the telephone sale of some products. One Montreal bakery firm which plans its deliveries on the weather forecast, sends large shipments of bread to downtown stores when it's snowing. They know





Last winter just about every Canadian had too much snow.

that husbands will be asked by stay-at-home wives to pick up bread on the way home.

One reason snow affects us so greatly is that most of it falls on some of the most heavily populated areas in the country. The air in the Arctic is too dry for much precipitation. Most of our snowfall is below the sixtieth parallel, the northern boundary of the provinces.

The snow covering has a few holes in it though. Some parts of southern British Columbia rarely see snow. With the exception of the Rockies, eastern Canada annually averages more snow than the west. But last winter just about everybody had too much snow. It fell in a

record-breaking blanket. Nearly every centre had above normal fall and many had all-time records. Victoria, for instance, had 34 inches when it usually gets ten. Vancouver had 36 inches—11 above normal; Winnipeg had an all-time record of 99 inches; Regina was in the same position with 74 inches. The Maritime provinces were the worst hit. Halifax had 143 inches. Its previous heaviest snowfall was 64 inches. Sydney, Nova Scotia had more than 90 inches above normal. The only places which had reasonable relief were Ottawa and Montreal, both of which had less than usual.

Snowfall was fairly heavy in the Rockies. The range is one of the most snowed-



upon in the world; its average is 130 inches a year. According to Morley Thomas, assistant climatologist at the Department of Transport, the heaviest fall in Canada was at Kildala Pass, near Kitimat, where 714 inches fell during the ten months ending June, 1955. Stacked as one fall it would envelope a five-storey building. Canada's highest average fall is at Premier, British Columbia, on the Alaskan border, where the 30-year average is 433 inches.

Among Canadian cities, St. John's, Newfoundland, holds the record for a single year with 236 inches in the winter of 1881-82. Quebec City and Montreal are close runners-up. More snow falls in eastern Canada mainly because of its humid climate. Eastern snowflakes are larger, contain more moisture, and weigh more. In the west, with its drier air, snow is harder, pellet-like, and lighter. Because temperatures stay below freezing for longer periods, and because it contains less water, western snow stays on the ground longer, and so breeds the illusion that the west has more snow.

There are many types of snow. All of them are developed from four basic kinds: 'needle' snow, which has crystals like long fingers; hexagonal snow, in which the crystals are like six-sided plates; dendrite, which is snow in 'lumps'; and hexagonal-column snow, shaped something like dumbbells.

No two snowflakes out of the billions upon billions which have fallen have ever been found to be exactly the same. Some, like those which fell in Berlin in the winter of 1915, have been four inches across. Others have resembled flying saucers or oval dishes. In central Massachusetts in 1931, snowflakes two and a half inches long fell to the ground forming a thin covering of ice. 'Snowball' snowfall has also occurred. The balls are usually porous and sometimes more than two inches in diameter.

Just as it varies in shape, so it varies in colour. "White as the driven snow"

doesn't apply to all snow. That which falls over large cities often has a gray tinge to it. In Chicago in 1947, a January snow astonished citizens by its dark brown colour. Scientists found it had dust in it. Even dust-free snow is not always white. When Charles Darwin was journeying in the Andes he came upon red snow. He wrote home that the footmarks of the mules were stained red, as if their hoofs had been bleeding. At Yosemite National Park in the United States mountain climbers crushed handfuls of snow turning it bright red. Yellow, green, and blue snows have also been observed. Vancouver Island's Forbidden Plateau has a pink snowfield. Perhaps the strangest of all is the polka-dot snow of Alaska—coloured plants grow in it.

Snow not only varies in colour and shape, but in weight. A foot of average freshly fallen snow in Canada weighs about six pounds, but crushed snow may weigh as much as 20 pounds per cubic foot. Even this may seem light to those who have to shovel sidewalks.

The problem of keeping pace with snow is one of the biggest that faces city authorities. "Once you've let a few inches settle, and more's on the way, you've got the world's worst problem", says Toronto Street Commissioner H. D. Bradley.

Montreal, with 800 miles of streets and 120 inches of snow a year, has the worst snow problem of any city in the world. It tackled its 1955-56 snow clearance with a record budget of \$4,000,000 and 577 pieces of snow-removal equipment, including 47 blowers, plow-equipped trucks, salt, cinders, sand spreaders, graders, and tractors. The average annual fuel consumption of Montreal's roads department includes 900,000 gallons of gasoline, 4,500 gallons of lube oil, and 45,000 gallons of diesel fuel. Three-quarters of this is used in the winter.

Montreal's streets don't stay snow-clogged for long. "We'd be murdered if we waited", says Jean Victor Arpin, as-



assistant director of the roads department. But still as many as 300 accidents, most of them minor, have been counted on a single stormy day. In business streets the snow is blown into trucks which dump it in the St. Lawrence or in parks. A blower can fill a three-ton truck in 14 seconds. In residential streets the snow is banked on lawns.

In spite of all efforts, storms bring complaints. On December 30, 1954 Mayor Drapeau and thousands of other citizens were late for work, and an official complaint was made that the streets were not cleaned by 8 a.m.! Road department officials almost cried with frustration. The storm had begun at 3:45 a.m. at a rate of about two and a half inches an hour. By 8 a.m. there were ten inches on the streets. By the time the storm ended, 16 inches had fallen. It took 3,000 men three days — and cost the city \$1,000,000 — to dig it out. One night last year, 70,000 tons of snow were removed.

Although Montreal has the worst snow headache, other cities maintain large staffs, budgets, and garages packed with equipment. Quebec City spends about \$1,300,000 every year to clear its streets. Toronto's budget is \$750,000 for snow removal and salting. Each year 600 men or more, nine snowblowers, 78 heavy-duty trucks, 44 mechanical spreaders, and 12 tractor plows are put to work removing snow. Last winter more than 15,000 tons of chemicals were put on its streets.

Winnipeg spends over half a million dollars a year; uses 250 men, two blowers, six graders, 14 tractor plows, and 40 dump trucks to clear the snow. In Halifax nearly 1,200 tons of salt were used last winter to keep streets free of snow and ice, and part of Regina's \$90,000 budget goes for 5,000 tons of sand for snow and ice-crusted streets. Edmonton uses as much as 30,000 tons of sand in a winter and spends at least



Farmers welcome snow on their fields but not on roads to town.



\$80,000. Even Vancouver spent \$107,000 last winter.

Most of the snowblowers used in Canada are made by Sicard Inc. of Montreal, the largest company of its kind in the world. The blower, which sucks up snow and blows it into trucks or over open ground, was invented by Arthur Sicard, an orphaned Quebec farm boy, who got tired of the snowy roads from the farm to Montreal market. He spent all his capital inventing a machine which worked like a thresher. It failed. He persisted and eventually made another snow-remover. After years of trial, the city council of Outremont, a Montreal suburb, bought his first blower. That was in 1927. The machine worked well up to a year or two ago when it was replaced by a newer model and returned to Sicard's as a museum piece. Sicard's second blower still works faithfully each winter near St. Thérèse, Quebec.

Sicard's machines are now found in cities across Canada, and all over the world wherever fast, efficient snow clearance is necessary. One of them can displace as much as 236 tons of snow an hour. They sell from \$2,500 to \$40,000, with a specially-made blower for as much as \$80,000. A junior size, costing \$16,000, is now standard equipment in most cities. Blowers can throw snow 150 feet. Probably one of their biggest users is Goose Bay airport, Labrador. Here ten big blowers, working in echelon formation, can wipe out the worst snowfall in a few hours.

Although airport managers, civic officials, and highway maintenance crews express in unblushing terms their sentiments about snow, the people who get really loquacious about it are railway officials. Snow removal cost the Canadian National Railways about \$7,300,000 last year, and Canadian Pacific, with less track, spends about \$4,000,000 a year. Canadian Pacific equipment includes six rotary plows, 195 wedge-type plows, 73 flangers, and 50 spreaders. Canadian National's arsenal consists of eight rotaries, 36 wedge plows, and 171 wing plows.

The big rotaries weigh as much as 100 tons.

Snow banks 20 feet deep, and slides half a mile long are all in a day's work for the men who keep our railways open. When a slide plugs a narrow cut through the Rockies, and switches freeze fast, crew members sometimes work a whole week without changing their clothes. No sooner is one section of the line free than another drifts over. Quitting time is when the line is free, and the snow thrown far back so that the next express won't suck it all on again. Permanently-staffed cabins are maintained through the Rockies, and in a storm their cooks get little sleep as weary men come for meals at all hours.

Few snows fool the railways. When they do, they are phenomenal. In 1950 the Fraser Canyon, the worst spot in Canada for rail stoppages, was blocked for two weeks. Another year an east-west express was snow-covered for ten days in the canyon. Last year, one of the worst storms of the century blew through Alberta and into Saskatchewan with drifts nearly a mile long, and 25 feet high. The line between Prince Albert and North Battleford in Saskatchewan was blocked for 44 hours. It took four engines, three snowplows, and 100 men to clear it.

Such stoppages don't occur only in the west. In March last year, a trainload of people east of Montreal was held up by snow for 29 hours and the same storm isolated the village of St. Hilaire de Dorset for 19 days.

"Once a snowbank has become packed by its own weight it's like trying to hack your way out of solid ice", says a CPR lineman. "We try to get to the drifts as quickly as possible. If they get too packed, we're liable to bend the blades of our snowplows."

Lightly-piled drifts are as big a danger as the crushed ones. A man walking into one often disappears completely. That's what happened to Joe Hauser of the government weather bureau at Kiti-

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Now hear this—

# Developing Critical-Mindedness

IRA FREEDMAN

**C**RITICAL-MINDEDNESS may be viewed as the ability to judge the merit or quality of something, this something being anything from an idea or method to a work of literature or an article of furniture. How did you, an adult, acquire the ability to think critically? We grown-ups are capable of exhibiting better critical-mindedness than children because of two factors: we have been trained or encouraged to analyze, weigh, and judge, or we have picked up this facility from the myriad of practical experiences we have had through the years.

How or where did you learn about proper and improper behaviour? How do you know tabloid newspapers are often inferior to the quality dailies? When did you get the ability to suspect a fake advertisement? What makes clothes 'loud'? How did you get the knack of differentiating between what is genuine and what is synthetic? In short, how do you learn to make value judgments?

Today, more than ever, teachers have an obligation to develop critical-mindedness in boys and girls. We are confronted with mass communications never equaled before on the face of the earth. Couple this with the multitude of material things we buy and we have a staggering array of conditions and items. It behooves every intelligent individual to be able to assay, often on the spur of the moment, the things, people, or conditions of our mid-twentieth century society.

Furthermore, if we are to pay more than lip service to the idea of "educating the whole child", we should devote effort to helping boys and girls criticize and evaluate. True, as a person matures, the blades of his critical powers are sharpened, but we in the schools can take the dull edge off with our classroom grindstones.

The fascinating thing about critical-mindedness is that it is applicable to all subject fields. Because of preschool training and the excellent work of kindergarten teachers, even the primary grade tots show evidence of critical judgment, although in simple situations. Ask a first grader who the fastest runner in the room is and he'll give you an accurate reply. Ask one of the girls her idea of a cute boy in the room and chances are she'll pick one of the few you've selected in your mind. The basic lesson of comparison is already being absorbed.

Teaching for critical thinking must be deliberate; it must be done on purpose. It is not a happenstance.

If what we say here is true, what can teachers do to help their boys and girls develop this ability?

In kindergarten a child's sense of discrimination is strengthened by group discussion on finished work. Why is Johnny's design good? (he has light colours against dark colours). Why isn't that design bright and pretty? (there is too much water in the paint). When a tot builds a garage from blocks and he



intends to fit a toy truck into it upon completion, he must exercise critical thinking so that the door will be high or wide enough to admit the truck.

A seventh-grade English teacher used a technique that old-timers might call "teaching by example" when he introduced the study of adjectives. Of course the adjective was defined and examples were given. Instead of jumping into a drill lesson, he would bring the group two menus from near-by eating places and proceed to show by example the difference between dull copy and that which was sparkling. Examples from "menu A" listed hamburger sandwiches, lamb chops, fried haddock, and other dishes by name only. "Menu B" skilfully employed adjectives, offering such dishes as: "Fish fry—a generous portion of ocean-fresh halibut, delicately browned and flanked with piping hot golden French fries. On the side: crisp green garden vegetable salad, served with oven-fresh roll and pure creamery butter". Not only did the youngsters enjoy hearing about the delicious offerings, but they heard the clever use of descriptive words, thus gaining another experience calculated to develop their critical-mindedness.

Book reports are used in thousands of English classes, and countless children have written them over the years. Yet how many boys and girls can critically judge their efforts? Something is needed in addition to the usual test of necessary ingredients—plot, characters, setting, opinion, and so on. A useful device is the presentation of an A-1 book report written by someone in the class's age group. Then boys and girls can actually hear and read what their English instructor means when he says "opinion" or "good topic sentence". Handled skilfully, such devices can help children establish a standard in their minds which serves when evaluation is necessary.

The same procedure can be of help in projects such as scrapbooks, wall

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**Mr. Freedman is associated with the public schools of Schenectady, New York. He says here that teaching for critical thinking must be deliberate—it can never be incidental. Freedman advocates the problem-solving approach as basic in developing critical judgment.**

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charts, models, or booklets. When boys and girls are shown a good scrapbook and are told why it is good, they make the acquaintance of a criterion which develops the art of criticism.

Some learning activities involve more practicality in critical analysis than others. Take, for example, the shop teacher in one of our junior high schools whose pupils learn to know a piece of real mahogany or cherry or can tell merely by testing its weight whether a chunk of maple is the real thing or a pine imitation (pine is light, genuine maple is heavy). Pupils are also taught which wood is best for certain uses. This teacher exercises the youngsters' judgment by such queries as: "How can you tell a poor dresser from a well-made one?" (good furniture has drawers that are dove-tailed together; cheap stuff has butt joints). There are samples of wood, both finished and unfinished, so youngsters actually see and feel grade A material. This is the criterion established in their minds which enables them to judge critically.

Science is an area fertile to the development of critical-mindedness. In the words of one elementary science instructor: "This is it! This is how it works. If you don't believe me, try it." Youngsters who have inquiring minds can be stimulated to distinguish between fact and assumption. (Do a ten-pound ball and a one-pound ball, dropped simultaneously from the same height, hit the ground at the same time?) Also in science, pupils are exposed to cause and effect relationships. Teachers interested in de-

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# Learning Through Misery

PETER QUINCE

**P**ARADOXICALLY the immediate result of travel is to make one appreciate England more highly. After two months away from home, people, houses, streets and gardens appear neater, tidier and more appropriate than ever they did before. I claimed my baggage at London Air Terminal and stepped out on to the Festival site. Across the river the red double-decker buses crawled slowly along the Embankment, and at the roadside a London bobby chatted idly with two or three ordinary citizens. They looked so absolutely right that I could not refrain from wondering why the rest of the world does not give itself the pleasure of buses that are primarily leisurely-moving grandstands for the observation of humanity, and policemen who can cheerfully pass the time of day with the crowds they are appointed to keep in order. What was more, I knew I was home again, and I could therefore allow the thought, "We do it so much better in England", to flit across my mind without having to suppress it immediately with an afterthought that such comparisons should not be made, as they cause offence to the strangers among whom I was living.

Even the devastatingly disappointing summer weather, which I soon found was earning hard words for itself on all sides, seemed pleasantly uncomplicated after the heat and discomforts of a tropical August. Somehow it was impossible to take the comminations seriously. Tact bade me keep my thoughts to myself, for to have done otherwise would have been to invite an obvious and crashing retort, but after all, what was it that people were complaining about? An overcoat

and an extra vest would answer all their complaints, and they could walk for miles in perfect comfort. And when, for an unexpected moment on Bolt Head, the sun broke through the clouds, I found myself asking whether the exotic beaches of Hawaii, in spite of the publicity they get, can show such subtlety and such beauty of colouring as can the Devon Coast and the Atlantic on a sunny August afternoon.

When I got home I picked up a copy of *The Times*. I have missed its excellent news service while I have been away. I have also missed its editorials, with their pompous hotch-potch of retired-colonel dogmatism and maiden-aunt morality. They welcomed me back with a vintage performance such as they usually only rise to on educational topics. They were propounding the theme that public libraries should not purchase works of fiction by living authors. "What is the justification for providing this sort of reading at the public expense?" they cried. "No one expects the local council to provide him with free sweets or tobacco. Why should it, or rather, why should his fellow rate-payers, supply him with free thrillers?" By all means let us supply him with informative or educational books, with history, biography, religion, science, criticism, poetry, or books of general reference. But fiction? Well, there are some works of fiction that are of great literary or intellectual value, so let us compromise, said *The Times*, and restrict the fiction to works by authors who are dead.

This reference to sweets and tobacco makes one wonder whether the writer of *The Times* editorial has ever looked at a book. For books have a magic property that is possessed by few other things in



this life, and certainly not by sweets or tobacco. They can be used over and over again without any of their virtue leaving them. They can cause a man to lose his soul or to find it. They can build an empire or destroy it. But when they have been read, they are still the same as ever they were. Use a book as a missile or a footstool—and there are some books that are good for little else—and it will deteriorate. But read it, and it will go to its next reader with its strength unabated, its beauty unwithered, and its charm unimpaired. A book can give something of great value to each of a dozen readers, and still have as much left to give to several dozen more.

But it is not so with sweets and tobacco. An acquaintance of mine assures me that with care you may make a gobstopper last from the beginning of prayers until the end of break, but even in the hands—or rather mouth—of such an expert, something of the original glory has undoubtedly been lost before the first verse of the hymn has ended. Whatever *The Times* may think, the real reason why no one has ever started a lending library of gobstoppers, candyfloss, or corona-coronas is not that they cannot find a moral or philosophical justification for doing so. It is entirely due to the consumable nature of the goods involved.

In this sense books are non-consumable, and the justification for the public library rests upon the very practical consideration that a book can be read by several hundred readers before the binding is worn out, and even then, if there is still a demand, it can be rebound more cheaply than it can be bought anew. Remembering, therefore, that what is of fleeting interest for one person may be of lasting value to another, the sensible thing is for the community to purchase as representative a selection of books as possible and then leave it to the individual to build his own library from among those books which experience teaches him he will find of lasting value. Indeed the more certainly a book is of lasting value the less case there is for the

public library buying it, for it is just that book which the ordinary reader is most likely to have in a library of his own. But to suggest that one or more categories of books should be omitted from the general selection is merely to advocate a censorship, no matter how skillfully the censorship is dressed up with high-flying phrases like "philosophic justification".

Which brings me to the point I really wished to make. I am not going to argue against a censorship of literature. That has been adequately done elsewhere. But I do wish to protest at the idea that underlies the whole of *The Times's* case, including the false analogy with sweets and tobacco, and that is the idea that the reading matter that people enjoy is of necessity less worthwhile than the reading matter that they do not.

The belief in the essential misery of true learning is a heresy that it is hard to eradicate. It is of ancient lineage. Benvenuto Cellini records in his autobiography that when he was a small boy his father showed him a salamander in the fire, and so that he should remember it, fetched him such a box beside the ear that he began to howl with pain. Whereat the father, who was a kindly man, set about comforting young Cellini, and excused himself for inflicting the blow by saying that it was only delivered with the boy's welfare at heart, for without it he might forget having seen so wonderful a sight.

This is a common attitude of mind. Who knows how many thumpings, beatings, and other afflictions have been meted out to the young since the beginning of learning in the mistaken belief that true knowledge can only come through misery, and who knows how many tears have been shed in the pursuit of wisdom through mortification?

Yet when one looks back to one's own school days, and reviews the vast amount of education which was acquired in boredom for examination purposes and then quickly forgotten, and contrasts it with the happy little meaningless oddments of

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# Industrial Arts

## Is Not Just an Extra

**An industrial education director explains how it contributes to the educational program by combining critical thinking with skill in action.**

**W**ITH the current inflation of the dollar, including the educational dollar, the taxpayer has a right to question the justification of each portion of the educational program. This is healthy, for it forces the administrator to keep a think ahead of Mr. Taxpayer.

With this in mind, the writer has asked himself how he would justify to Mr. Taxpayer the industrial arts program he is responsible for. How would he describe its philosophy and show in detail to what extent this type of education contributes to the education of the "whole child" (to use the overworked but meaningful term) which today is the accepted responsibility of all public education programs.

To do this, first let us consider how the taxpayer views the industrial arts program. In most cases, he probably sees the school shop primarily as a place where students are given preparatory training for entrance into trade occupations and vocational activities. This assumption is entirely incorrect. True, certain skills are developed but these are merely of the 'handyman' variety which every home owner will utilize. The developing of such skills represents only an incidental but yet valuable outcome of every industrial arts program.

The principal aim of industrial arts education is not only to teach but to give meaning to the traditional, and still respectable, three R's. The school laboratories or shops provide the student with

situations that involve creative problems which can only be solved by the application of academic knowledge he has studied in textbooks. Here accuracy, attention to detail, and stick-to-itiveness despite discouragements are needed for success. It is here that students must combine skill in action with the ability to think. Here the results of such thinking are readily apparent and objectively illustrate the need for carefully thinking through each problem before action is taken.

Industrial arts education, then, is in reality one of the basic methods of teaching the three R's, and is not just another curriculum extra to be added or withdrawn as funds or fads dictate.

To illustrate its contribution to the three R's, let us consider the making of a typical project in the woodworking laboratory. First, the student must select the item he wishes to make; let's say it is a bookcase. He may choose one for which plans have already been drawn, or if he is capable he designs and makes his own plans—either way he must do some careful thinking. He must examine reference books and read descriptions for constructing the item. He must carefully figure the amount of lumber needed, probable waste, the amount and type of hardware and finishing materials, and then total up the cost of the project.

Then he must write up a work procedure or job sheet setting down, in order, the steps involved in construction.



Even in constructing the item he uses more than his hands. He must carefully measure and lay out his stock, add and subtract fractional dimensions to find over-all distances, work with tools, construct angles and parallel lines, and locate points of tangency.

The inclusion of industrial arts education in the school curriculum is a frank acknowledgment that schools must change with a changing society. Time was when learning by doing through work experiences, which is what industrial arts education is, was a part of every individual's out-of-school education. There were sheds to build, fields to plow and plant, fences to build, wagons and tools to repair. Industrial arts, therefore, represent an attempt by educators to provide all youth of today with the rich learning-by-doing experiences which our forefathers had.

#### **CHARLES QUINLAN, JR.**

Because our mass-production economy denies to many youths the opportunity to receive such experiences outside of school, they must be included in the school program if today's youngsters are to receive the same educational opportunity as did their forefathers.

We have thus far stressed the value of industrial arts education as a practical application of the three R's. It also provides other educational experiences which are considered essential in every up-to-date educational program.

In the area of citizenship and civics, for example, it makes a particular contribution. The efficient functioning of any industrial arts laboratory, in fact, depends on the student personnel plan in operation. These plans usually call for a student-elected foreman who is in sole charge of the laboratory under supervision of the instructor. Under this student foreman we find tool and equipment checkers, safety engineers, attend-

ance clerks, library clerks, inspectors, and others with designated responsibilities. Students thus participate in supervision and management and learn, through experience, that the extent to which they will profit from their tools, facilities and equipment depends upon how efficiently their elected representatives carry out their responsibilities.

Industrial arts education also makes a vital contribution to consumer education. Or, perhaps it would be more accurate to say that consumer education is a part of the industrial arts program. For example, consider how students and their instructor arrive at the cost of a project the student has made and wishes to purchase. The student figures the cost of all materials he used from a material price list furnished by the instructor and secured from actual invoices, to which he adds an estimated waste allowance and a given percent for overhead. Then by scanning advertisements and visiting department stores, he estimates how much a similar item would cost on the open market. This creates a fine opportunity for discussion of open-market costs and reveals the fact that the distributor and retailer are entitled to a profit for their services.

In the use of materials and methods of construction, the industrial arts laboratory provides first-hand knowledge. When it is realized that the average American family annually uses about 90,000 items and services, this phase of consumer education presented through the industrial arts program is readily apparent.

Its contribution to vocational education is, of course, easily seen. It provides every child with broad exploratory experiences and elementary skills in the use of tools. It prepares the student to enter his chosen field of work in industry with marketable skills. But skills of equal value are also acquired by students who plan to enter college, particularly those who enter the fields of engineering, dentistry, medical surgery or scientific research. Supporting evidence here is a

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# Use Your Tape Recorder

**T**APE recorders are our busiest faculty assistants every day of the year. Originally purchased for the language department to use in speechwork, these mechanical helpers have been performing highly varied tasks in the lecture classroom, in the library, and even in the shop, and they have proved remarkably efficient. Long recognized and appreciated as an audition device, used so students can hear themselves and make constructive criticism of their own work in speech classes and in vocal or instrumental classes, recorders in our school are now used also as a production device.

For example, our government teacher is the type who prefers to lecture to his students when he begins a new area for class consideration. His lectures may run a full forty minutes. Because he has several classes a day, repeating such a lecture can take a lot out of him, and the classes at the end of the day no longer have the enthusiasm, the originality, or warmth of personality that was there at the beginning of the day, and there is the serious danger of omission of many of the details. To avoid this decline in the value of his work, he tapes his lecture during the first hour. Throughout the rest of the day he remains with his students and runs the tape. The classes at the end of the day benefit from the same vim and vigor he exercised when he was fresh during the first hour. The students have their teacher with them for any questions which come to mind when the lecture is finished. The teacher is not exhausted. He has presented the topic with consistency to all students, and the tape recorder has stretched its usefulness to the school.

Another member of our faculty is active professionally. She teaches social living to our freshmen, and quite often

**MADGE GAYLORD**

she'll be away from school all day, attending regional committee meetings of teacher organizations. We are glad to see her go to these meetings, and her reports never fail to bring us interesting news of plans, events, and the thinking of other people important to us in our daily work. When she is to be absent, we call in a substitute, of course, but no one would suggest that substitute teachers are as good as the real thing. While they do their best to follow lesson plans and keep the classes going, they can't be expected to achieve as much as the regular teacher would. Our social living teacher recognizes the limitations of a day spent with a substitute, so rather than lose an effective day for her students by having them fill in with busywork while she is away on professional assignments, she uses the reliable convenience of the tape recorder.

Before the date of her absence, she will carefully think through a discussion of some current social problem. She will tape her views as well as a digest of views of others who are big name news commentators. By the simple method of directing questions to one or two members in her classes, she holds a personal bond between her students and herself even though she is not present at the moment. She will include references to such library tools as recent periodicals and the local newspaper, and will specify precise pages which deal with the point under discussion. This absentee teaching is pleasant for the teacher because she can work at her own pace, in the quiet of a preparation period, without threat of in-





terruption, and it is stimulating for the students. This is no make-do arrangement. No one has lost time; everyone has gained. And I imagine (though I've never asked) that the substitute is eager to be called again for such a day's work.

We frequently use the tape recorder in the library. The traditional quiet in a library is not indisputably the ideal atmosphere. For a paper in a graduate class in audio-visual techniques, I used a detailed study of the effect of recorded classical music on student behaviour in the library. That study, made over a period of twelve weeks, showed that continuous classical music increases the active reading of our students. Since the test study was made, we have taped several masterworks for use in the library, all selected because they meet standards established as suitable for our needs: all selections are calm; all selections are melodious; all selections are instrumentally intricate. Or to put it negatively, the melodies may not be easily followed and hummed by the students. Timpany may not be dominant. The familiar must not be used. Eric Coates' type of composition is not suitable, neither is Bach. Strauss is satisfactory. Mozart, Tchaikovsky, Brahms are good.

We place the recorder in my office, out of sight of the students, in order to avoid the visual distraction of the machine in operation. The amplifier is placed atop the book shelves, tight against the wall. In this way we direct

the sound waves above the heads of the students, and the wall acts as a sounding board to improve the tonal quality. We maintain a volume just adequate for easy hearing. We do not strive for easy listening. Easy hearing will create a receptive attitude, conducive to orderly thinking in study. Listening, either comfortably or strained, is not desirable. If the listening is comfortable, it will dominate the thinking of the student, and he will concentrate on the music. We have found that with the injection of music into the room, reading replaces aimless flipping of pages. Further, more books are picked up and checked out on music days than on days when the library is quiet.

Of further interest is the effect of music during examinations. In our school (as in all schools), a few students are certain to be absent the day of a scheduled examination. This means that make-up tests must be taken in another room to avoid complicating the normal class schedule. We use the library for make-up testing. Students who took tests during hours when the tape recorder was in use seem to score higher than they normally do. This was true of all students involved, regardless of the area of study, regardless of the calibre of the student. There were no exceptions, and the increase over the same student's typical scores ranged from three to twelve percent.

In our shops we use the tape recorder. For shop use, music is selected which will stimulate manual speed, make the students move a little faster. Ours is a new building, so that our shops are uncrowded and well lighted. All the equipment is recent, and each piece is designed with many safety features not found in old shop equipment. We want the student to feel peppy and lighthearted. Hence we select music toward that end. We use only instrumental arrangements, avoiding vocal arrangements because of the students' tendency to concentrate on the lyrics rather than on their projects at hand. Popular selections are the most satisfactory, and the melody should be clearly defined. Band numbers with sprightly marching cadences are



particularly successful. Polkas, rock and roll, mambos are rhythm types which are not effective. Taped music in the shops has definitely cancelled the relaxed, conversational attitude so frequently found there. Taped music has lessened the dilatory movements often noticed in youngsters who would rather prolong one project than finish it and start the next one.

Professional use of the tape recorder has been helpful to us as a faculty. Recently, I took a course which had as its major assignment a paper on intergroup relations as the problem existed in the schools where each of us worked. The paper was to be presented to the class and evaluated by the professor. Each of us selected a date most convenient for our reports and the class moved forward. I worked away on my report just like everyone else, but three days before my turn was scheduled, I fell victim to a flu bug and was summarily put to bed by our family physician. All the information for the report was in my head; the question was how to make the report for the class on time so the schedule of work would not be interrupted. It was simple; I sent word to the school that I would need the tape recorder. I taped the report, another teacher took it to class and ran it through. My project was completed on time, and by the next class session I was able to attend. It was as though there had been nothing unusual at all.

We have made extensive professional use of the recorder. Several of us attended a series of lectures sponsored by a near-by institute of higher learning. There were to be ten lectures in all, each given by a different person, each in a different field, but all related to education. Those of us who attended the first lecture found it entertaining and exceedingly interesting. In the hope that the balance of the series would measure up to the first, we went early to the second lecture and plugged in the recorder. The professor that night was most cooperative, and agreed to work through the mike. He alerted his cohorts and each

arrived in turn, wearing his most friendly smile and offering his most engaging voice. And the first man sent a synopsis of his talk so we would have a complete set. As a faculty we included parts of these talks at our staff meetings and, while we never did use all of them, most of our faculty heard several lectures they would have missed entirely had it not been for the use of our faithful tape recorder.

Of course we use the recorder in instrumental and vocal music classes, in our language studies, for Pep Club practices, to bring to a class a major public address adapted from a radio or television presentation, but these applications are traditional. If the tape recorders in all schools are thought of as untiring, adaptable, wholly reliable teachers' aids, better teaching and better learning will result. The tape recorder is one of the best helps to the teacher who wants to get more done with (for a change) less effort.

Reprinted from *The Clearing House*, Nov. 1956

### The Neighbors

By George Clark

Aaaaa 12345'  
Bbbb Ccc



"Is it really so important that he learn so much about reading? He's going to spend most of his life watching television."

(Reprinted by permission of the Chicago Tribune-New York News Syndicate, Inc.)



# Older Teachers Aren't Necessarily Grumpy

**The moral of this little survey is that you cannot judge a teacher fairly on the basis of either age or sex.**

**W**HEN 28 parents in one school system say, "What our schools need most are younger teachers", you begin to wonder about the old-timers.

We got those comments when we asked 500 parents, who constituted a random sampling in a school system in Ohio, to tell us what they thought their schools needed most.

The results of this survey were far from unhappy, despite the fact that slightly more than five percent said younger teachers were needed. When we asked those 500 parents what they liked most about their schools, well over 300 made favourable comments about their children's teachers. Those were free responses, too; parents didn't have to name "teachers" as being what they like most. They could have mentioned other aspects of their schools—and many did.

Still, that minority report was bothersome. When twice as many parents said what their schools needed most was more teachers as said younger teachers are needed most, that was easy to understand. But what's wrong with the older teacher? Does a teacher lose interest in his work, or lose touch with young folk, or become more grumpy as he grows older?

In the same study, 251 teachers in this school system filled out questionnaires about their work and the schools. Because a number of questions asked on this questionnaire could easily reflect attitude, we said to ourselves: "Why not analyze the responses of these teachers to see what differences we can detect between younger and older teachers? In

other words, can we find any indication here that grumpiness is a characteristic of age?

We selected 45 of the 65 questions on the questionnaire for this purpose. Since the teachers had been asked to give their age (but not their names), it was easy to classify responses on this basis. And since each also indicated sex, we decided we would also compare responses between men and women teachers. So we tabulated responses in such manner that these five comparisons could be made—

- Responses by men teachers under 30 with responses of those over 50.
- Responses by men teachers under 30 and over 50 with responses of those between 30 and 50 years of age.
- Responses by women teachers under 30 with responses of those over 50.
- Responses by women teachers under 30 and over 50 with responses of those between 30 and 50 years of age.
- Responses by men teachers with those by women teachers.

Now, as you perhaps know, percentages of positive answers are better for use in making comparisons like these than are the actual number of answers. So we took the percentages and used them in a formula which would show where significant differences in responses existed at what statisticians call the five percent level of confidence. Here is what we found.

Men teachers over 50 differed significantly with those under 30 years of age on only one question, and that concerned discipline. In the group being studied, younger men apparently refer



## HAROLD VAN WINKLE

more discipline problems to the principal for him to solve than do the older men teachers.

The middle-aged group of men teachers differed significantly from the outside-aged group (over 50 and under 30) on only two questions. The middle-aged group seems to rate the in-service training program in the school system more highly than do the older and younger men. The two groups also differed, strangely enough, on a factual question regarding whether teachers in their school system are paid a regular salary for school days when they are away to attend professional meetings.

With these age groups differing so little in their responses, we readily concluded that nothing in this study shows that men teachers tend to develop unfavourable attitudes as they grow older. That is to say, neither a more favourable nor a less favourable attitude characterizes a particular age group. Quite the contrary, the evidence seems to support other findings that an unhappy attitude is more of a trait of personality than a characteristic of age. Apparently you will be just as happy, and as easy to work with, when you're old as when you're young—or just as grumpy.

### Can't link age and attitude

The same sort of conclusion was drawn about women teachers, too, although they differed significantly on more questions than did the men teachers. In fact, women teachers over 50 differed with those under 30 on eight of the 45 questions. A significantly larger percentage of older women believed that playground and gymnasium facilities are adequate for the present enrolment, that ample space is provided in the schools for the school health clinics, that open house should be held at least once a year, that the school system does encour-

age extensive use of community resources in teaching, that the schools do a good job in keeping parents informed about the work the schools are doing, and that teachers in their school, for the most part, take part in activities of local community organizations.

Women teachers under 30 were more willing to say that the maintenance program in their schools is adequate, that they would rate the appearance and cleanliness of their schools above average, that lunchrooms are adequate, and that they have an adequate supply of visual aids.

Actually, such differences in response are not really too significant, statistics notwithstanding. In part, they reflect some lack of knowledge of the school system on the part of younger teachers; also younger teachers are less critical of their surroundings.

Another question on which the older and the younger women teachers differed is interesting. It reads: "Do you feel that the administration in this school system gives sufficient attention to teachers as 'persons', i.e., teachers as social beings rather than as mere 'machines for skilled labour'?"

Of the women under 30 years of age, 76.4 percent said "Yes", but only 54 percent of the women over 50 said "Yes". One can hardly resist speculating a bit about this. Is the principal or superintendent at times more attentive to the young lady who is teaching in his school system? Or does the older lady imagine she is being neglected because she has a psychological need for more attention? Or has she developed an attitude that makes it more difficult for an administrator to treat her as a person? Or, finally is it a fact that teachers are too often treated as machines, but the younger teachers haven't yet developed the perception to realize it?

Women under 30 and over 50 differed significantly with women between 30 and 50 years of age in response to seven questions. The middle-aged group was more emphatic in replies that teachers do help to formulate the agenda for



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**Harold Van Winkle is director of Publications, Bowling Green State University, Bowling Green, Ohio.**

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teachers' meetings, that the school plant is flexible enough to meet the needs of the present educational program, that safety precautions in the schools can be rated excellent, and that the schools provide more than a report of academic grades when reporting pupil progress to parents. This group also felt more strongly than the other that the schools do not permit sufficient pupil activities, such as clubs and dances, while teachers in the outside-age group felt more strongly that they wanted to know their pupils' parents better.

Although women teachers disagreed among themselves more than men did among themselves, a much greater difference was found between men and women teachers. Here a significant difference was found in responses to 16 of the 45 questions, although no pattern of difference between men and women teachers is revealed by these differing responses.

Men teachers were more positive in responses to questions that asked whether adjustments are made in the school program to meet the needs of the exceptional child, whether the schools allow for sufficient pupil activities such as clubs and dances, whether there are any committees of consequence that are composed of both teachers and students, whether it would be difficult to get the voters to increase the operating levy for the schools, or whether they know their students' parents as well as they would like to.

One of the questions, interestingly enough, on which there was a statistically significant difference in response between men and women was that which concerns "teachers as persons or machines", a question on which the younger and the older women also disagreed. Men were more inclined to say that the administration gives sufficient attention to

teachers as persons than were the women.

One possible explanation of these differences may lie in the fact that while more than two-thirds of the men teach in high school and only one-third in the elementary grades, almost the reverse is true of the women. The same sort of condition may account for the differences in responses between older and younger women, since two-thirds of the women teachers under 30 but only half of the women over 50 are teaching in lower grades.

If the conclusions reached in this study are valid, then it is unfair to judge a teacher on the basis of his age or sex, because everyone is, first of all, an individual and, certainly, the words "old" and "grumpy" are not necessarily correlative.

Reprinted from *The Nation's Schools*, Sept., 1956

## ***Merit Fellowships***

Stanford University, with the financial support of the Shell Companies Foundation and the Shell Oil Company of Canada, is again making available to secondary science and mathematics teachers a number of merit fellowships providing for a summer of study.

These fellowships make it possible for a teacher to attend a Stanford summer session practically without cost to himself. The fellowships pay full tuition, board and room, and provide textbook and travel allowances, and a cash stipend of \$500. The total value of a fellowship is approximately \$1,200 for the eight-weeks summer session.

There are fellowships specifically reserved for qualified teachers in Canada. The number available for 1957 has been increased to 45.

Interested science and mathematics teachers should contact, on or before February 28, 1957, Mr. Paul DeH. Hurd, associate professor of education and coordinator, Shell Merit Fellowship Program, Stanford University, Stanford, California, or the general secretary, Alberta Teachers' Association.



# Parent Conference

LESTER J. GRANT

FOR several years we have used the parent conference as one means of reporting to parents. Teachers have had no released time for these conferences. As a part of our study of the total problem with possible use of released time being considered, parents were asked:—"Have you found these conferences worthwhile?"

—"Would you like them continued?"

Out of approximately 2,500 parents who were polled, 1,882 returned replies with 1,786 answering "Yes" to the first question and 1,761 "Yes" to the second question.

A few made short comments, but one parent returned the enclosed statement which she had written after returning home from the conference. At that time she did not know the questionnaire was coming from the school. Her statement read significantly.

Today was my first 'conference' with teacher. Pat, my seven-year-old daughter, is in the second grade, and, since the conference system of reporting to parents has been in effect at Southeast School previously, I should be a veteran of the conference. However, we are transfers from another part of the state and up to now have not learned what the 'conference' involved.

I received my 'summons' yesterday, and so had time to arrange for a baby sitter if I desired and to catalogue my questions, comments, and preconceived notions.

My questions would be trite. Is Pat doing all right? Can I help at home in any way? How seriously have her frequent absences hindered her progress? We have so recently moved that it is

necessary to return several times to our home to tend to unfinished business. My comments would include the usual: "I don't see how you handle them so well . . . Pat certainly likes her school . . . wouldn't it have been wonderful if schools had been this attractive years ago when I went to school."

My preconceived notions would be based on my experiences as a teacher under the old report card system. Being familiar with the conference form of evaluation only through professional articles and institute meetings, I had yet to see it in actual practice. I expected the session to be a little forced and unnatural, with the teacher politely weighing each word.

I'm home now. My conference is over. An entire new understanding of Pat's school life is mine and this morning proved to be one of the nicest experiences I have ever had. Joyously I think back over the morning.

It was 8:30 a.m. when I entered the classroom and saw Pat's teacher arranging the room in preparation for the children. She smiled as she welcomed me, and immediately we settled down to our discussion. She said some lovely things about my child, pointing out her achievements. She explained the part of work that Pat found more difficult and how she had given individual attention in such cases. She mentioned the group type of adjustments Pat had to make since I seldom had the opportunity to observe Pat in large group situations. She showed me some of my child's work and explained to me how it compared with other unnamed children at her level. I

*(Continued on Page 40)*



# ***EDUCATION WEEK***

***March 3-9, 1957***

***Our Schools Are What WE  
Make Them!***

***It's Your Business!***

***It's My Business!***

***Education Is Everybody's Business!***



Education Week is sponsored by  
a National Committee  
of Agricultural, Industrial,  
Labour, and other Organizations



# Education Week

F. J. C. SEYMOUR

FOR one week Canada's teachers and students host Canada's citizens in the schools. This massive pilgrimage is heralded by radio, TV, and newspaper publicity released through the National Committee Headquarters in Ottawa and is accompanied by public meetings, by newspaper editorial comment, and by feature articles in national magazines. From scores of organizations, from teachers, from students, and from John Q. Public comes the cooperation, the work, and the interest that makes Education Week possible.

## Ideas for Education Week

- kick-off celebrity dinner
- newspaper editorials and articles
- radio talks
- posters
- TV shorts on educational topics
- education speakers at service clubs
- public meetings
- 'open house' in the schools
- window displays of school work
- street banners
- highway signs
- special issue of school paper
- spelling match
- educational films
- souvenir program

## How to plan

If you are interested in Education Week—and you should be—you must decide whether your program concerns your school only or whether it is to be a part of an integrated observance throughout the school system.

For larger centres a planning committee is useful. Make the committee representative of as many community organizations as possible. Detail responsibility for specific jobs. Set deadlines. Plan as big as is practical. Count heavily on the 'open house' to make your week a success. Invite the counsel and help of your newspaper and radio people. Don't forget your ministerial association will be interested and you may be able to secure pulpit mention of Education Week. Your committee needs a few idea-men and plenty of minute-men for action.

At the school level the theme of your program might well be "Let's Go Back To School". Even at this level a committee representing the school and the community makes everyone interested. Some of the more ambitious programs plan a feature for every day of the week. Others limit their programs to a 'one-shot' effort. Regardless of what you do—make it good.

## You are on display

Your school, your students, you—the teacher—are what the public sees. You are education. You are out to win friends and influence people, so put your best foot forward.



When you are planning your 'open house' have a look at these ideas as well as others.

✓Send invitations. The students will help to prepare and deliver them. Send invitations to as many citizens as possible. Include in your invitation some 'teasers' about your program. If possible, throw in a dash of art work to brighten the piece.

✓The glad-handers. The students can welcome your visitors and show them the directory. While we're at it—what about an Education Week Guest Book?

✓Displays. Be sure to display new equipment, books, professional literature including (plug) *The ATA Magazine*. The shops, home economics, music, dramatics, and commercial rooms are or can be showpieces.

✓Parents go to school. What about running the parents through an abbreviated schedule of classes so that they get an idea of the routine Junior has? Demonstration classes?—physical education, mathematics, language, yes, even reading—perhaps you can show them that Johnny does learn how to read.

✓Classroom visits. Parents like to see where Mary hangs her hat and what desk she sits in. They'll want to see her books, too—and her art work. Make sure everything is neat and tidy—you're having your friends in, you know.

✓Entertainment. Sure and you will use the students—as many as you can—

not just a talented few. What about using the occasion to introduce one of the former teachers, the oldest resident who attended your school—maybe a skit on then and now.

✓Refreshments. Naturally. Plenty of coffee, tea, milk, and doughnuts, at least.

✓Posters. Comparisons may not be always accurate, but if they are graphic and easy to read they hit the target. What about the curriculum, then and now? What is adequate for teacher education by present day standards? What are the costs of this school and of the little red school house? What is the comparison of time spent by children in school and at home?

✓Old-fashioned spelling match. This is a crowd-pleaser if it is snappy and the kids win against the parents.

✓Awards. Some schools use this opportunity to present scholarship and athletic awards. Others commend public leaders. By the way, don't forget your school board in the festivities.

✓Educational films. Be careful here. Really good ones are few and far between for this particular type of meeting.

When it's all over, don't stop to rest until you have done your 'thank-yous'. Letters to the key people, a few phone calls, and a few personal calls are musts. A general report through the school paper of the activities is interesting and lets everybody know that "Education Is Everybody's Business".

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# What Does the Junior College Offer?

STEWART MARSH

I WANT to go to college next year", the young man said, "but I am not sure where."

"Are you interested in a junior college?" his counselor asked.

"Well, I've heard that junior college is nothing but a glorified high school."

"That bothers you?"

"I don't know."

"You will find junior college different from high school, but less so than university. Your studies will be harder. You will have more freedom, but also more responsibility."

The young man looked uncertain and ill-at-ease. "What", he asked, "does a junior college have to offer?"

This is a fair question. The advantages and disadvantages of any type of college depend in large measure upon the individual. Many young people in California will find the junior college suitable to their needs. Others will not.

The public has sometimes only a hazy idea about the junior college. Parents and young people call to ask if it offers a high school diploma, if it offers the bachelor of arts degree, upper division work, any college credit at all, etc. Teachers, counselors and administrators of all educational levels are likely to receive questions in this respect. What is it the junior college does, or attempts to do?

## Broad outline of program

Considerable agreement exists among junior college educators in regard to the broad outline of the program. As re-

ported in *A Restudy of the Needs of Higher Education in California*, this is (1) occupational education, (2) general education, (3) lower division college education, (4) guidance, and (5) adult education.

The junior college offers vocational training and specialization for young people not desiring or not capable of four or more years of college. Many semi-professional and skilled jobs require only one or two years of preparation.

Historically, this was of course one of the main reasons for the growth of the junior college. Colleges and universities traditionally prepared young men for law, medicine and the ministry. An expanding industry and technology demanded an increasing number of skilled workers.

Much has been written about the age of automation. Some see a robot world with ever-decreasing employment. Others predict the creation of millions of new jobs. The demand for technicians, as opposed to unskilled workers, will undoubtedly increase.

It has become clear that there is more

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Sometimes disparaged as the "glorified high school", the junior college provides the needs of thousands of young people and helps adults to improve their lives. Dr. Marsh is a dean at Los Angeles Valley Junior College.

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than one educable intelligence. Various mental abilities exist, and individuals differ in them. Many young people fail to receive educational opportunity when higher education is solely oriented toward verbal skills and intellectual interests. Training is commensurate with capacities in the junior college.

### **Place of general education**

General education does not stand over against occupational education, but goes hand in hand with it. It is true that notions of general education differ and clash and, sometimes, like a smoggy day in the city, they are a vast blur, devoid of outline. The majority of educators, however, place the emphasis on a common cultural heritage in relation to a common citizenship.

Such training is important in preparing young people for family life, and for active and productive membership in the community and state. It guards against one-sided vocationalism and specialization.

General education may be presented in broad survey courses, functional courses, and "great books" courses. For the most part, however, the effort is made to infuse such education into the total offerings of the school, including classwork and student activities.

Lower division or academic transfer work represents another aspect of the program. Some young people prefer to spend a year or two in a junior college before going into a four-year college or university, although they are eligible for entrance to these institutions on the basis of their high school records. This is a matter of finances, proximity of the college to home, or personal preference.

The junior college cannot compare with the university in facilities, library, or renown of faculty. Yet within its province, the junior college apparently does a competent job of instruction. Studies at the University of California indicate that junior college transfers, who were eligible for entrance to university on the basis of their high school

records, do as well as native university students in their upper division work.

Some able students cannot enter university because of high school subject deficiencies or grade deficiencies. They have an opportunity in junior college to make these up.

### **Junior college fills a gap**

With the so-called "impending tidal wave" of college students ahead, colleges and universities will become more and more crowded. This is particularly true in California because of the great growth in population. To carry out the figure of speech, there are rough waters ahead for many young people who seek entrance to university. Educators predict that the universities and state colleges in California will increasingly stress upper division and graduate work, while the junior colleges will increasingly bear the brunt of lower division work.

Guidance plays an important role in the junior college, as it does in the elementary and high school. It is no reflection on what has gone before to say that many young people are uncertain about their educational and vocational goals at the time they enter college. They need to explore further their own abilities, interests and traits in relation to life choices.

At its best, guidance helps the individual to know himself better, choose realistic goals, and effectively grapple with his problems.

The junior college student sometimes revises his objectives, changes from one course of study to another, or even comes to the realization that he is not suited for college. This is as it should be.

### **Adult education a feature**

Adult education, including community services, is mentioned last but it is perhaps not least in this program. In most cases, such education is not something different and apart from the rest of the school. Evening classes are simply



an extension of the day program, maintain the same standards, and carry the same college credit.

People attend evening classes to prepare for a vocation, achieve advancement and promotion in their jobs, satisfy lower division requirements, and gain a better general education. More than day, the evening program offers refresher courses and courses related to upgrading the individual's job. Instructors gear their teaching methods to adults and their problems, but the broad objective remains the same for day and evening classes.

Adult education has steadily grown in recent years. More and more people flock to evening classes. There is the increasing realization of the need for continued education in an age of change and complexity.

This, then, is the program in broad outline, and individual junior colleges carry it out with varying degrees of success.

According to the California State Code,

anyone who has a high school diploma or who is 18 years of age, and capable of profiting from instruction, may attend the public junior college. There is no tuition. Ordinarily, the school draws its enrolment from the community, is community-centred, and qualifies for the title of a community college.

The junior college graduate receives the associate in arts degree. This degree represents a minimum of 60 units of work and the fulfillment of certain required subjects including English, United States history and institutions, and health education.

The public junior college has provided educational opportunity through the fourteenth grade, and has made possible a college education for large numbers of young people. Critics will continue to disparage it as an educational 'whistle stop' and a mediocre institution training mediocre people at public expense. Advocates feel, however, that by and large it is effectively carrying out a needed program.

# UNIVERSITY OF ALBERTA

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## Developing Critical-Mindedness

(Continued from Page 20)

veloping critical-mindedness get youngsters to realize that nothing happens by itself—something causes it. A simple example is the rotation of a windmill. What causes it?

A necessary part of critical thinking is observation. Teachers who encourage observation are assisting children to take the initial step in critical-mindedness. (What are we working with?) How can anyone evaluate if he is not aware of the qualities or conditions or characteristics of that which is to be judged? For example, if you ever bought a used car, you of course were aware of the price, make, and year. But you also observed! You looked at the tires, the condition of the body, the colour and condition of the paint. You examined the interior and looked for signs of wear or careless handling. The shop teacher who taught his pupils to look for certain characteristics in wood and furniture was doing

a grand job of encouraging observation.

Good arithmetic teaching involves estimating answers. Boys and girls under an alert mathematics instructor get experience in looking for the reasonableness of the answer. For example, a critically minded pupil who is solving a fraction problem such as  $7/10 \times 10$  and gets 70 for the answer should realize the unreasonableness of his answer. But does he? If he doesn't, what can his teacher do?

In the study of literature, certain authors and works are acclaimed to be superior by authorities and a number of intellectually mature adults. Students can be in a better position to evaluate writings if their instructor can acquaint them with a superior sample—say a chapter from Dickens—and follow it up by answering questions such as: "What is there about the book that makes it a classic?", "What does this book have that inferior literature lacks?" (realism, good description, vivid words, perhaps a vital message, an insight into true life, and so on).

Music appreciation is a 'natural' in the development of critical-mindedness. Of course, personal taste dictates to a large degree what a person considers to be an enjoyable selection, but in educating a person as to what should be looked for in good music and good performances, a teacher can ask such questions as: "What does a good soprano do that an inferior singer can't do?" (she has good tone quality, uses her voice properly in going from one voice register to another, doesn't strain, interprets the song in the way the composer intended it to be sung). Teachers can point out such positive attributes and can emphasize them by perhaps presenting an inferior recorded performance.

What has been attempted here is the focusing of teachers' attention on critical-mindedness. The few examples cited merely serve as illustrations. The need is there, the opportunities are manifold, the teachers are resourceful and imaginative—an ideal teaching situation!

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# In the Ubiquitous Bows

IN the first place, it is always a wonder to me why anyone should wear a bow tie. These snarled up pieces of chintz serve no useful purpose and cannot possibly be considered decorative.

The only people who should wear bow ties are people with a full beard (we have only one candidate). Most everyone in a bow tie looks like an English car with both traffic indicators up.

The only advantage of the bow tie is that it is tucked up under a chin, or very often, several chins, which removes it from the hazards of the careless trencherman. This is by no means a picayune consideration to an awkward gastronome in his culinary floundering.

## M. J. HUSTON

Although the bow tie exposes a greater area of shirt front to dribble trouble, the shirt is usually considered more expendable than the tie. On the other hand, the bow tie will hide a dishevelled or dirty collar. Some Kiwanians, by dint of judiciously switching from bow to four-in-hand, or vice versa, are able to cover the mess of the moment and thereby maintain an apparently impeccable front.

There are two main cults of bow-tie wearers—those that tie their own and those that wear ready-made ties. The two groups are mutually exclusive and have nothing to do with each other. The former group are frightfully snobbish and disdain to associate with the peasants in the latter. They pride themselves on their droopy dishevelled dishrags and scorn the other stereotyped petrified pasteboards.

One prominent Kiwanian who aspired to the snobbish group but lacks digital

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**Dr. Huston is immediate past president of the Edmonton Kiwanis Club and is dean of the school of pharmacy, University of Alberta.**

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dexterity wears ready-mades but pulls them askew so they look as if they are home-tied. This is probably the ultimate in sartorial chicanery.

It is rather puzzling why a self-tied bow tie is considered swanky no matter how badly tied, or particularly, if badly tied. It is probably fortunate that there are no statistics on how many of those who bask in the adulation of fellow bow tiers had their ties tied before leaving by their wives or the janitor. Although the home-tied bow is an unbalanced misshapen grotesquerie, there is something to be said for it on ethical grounds compared with the rigid thyroid snoods of the ready-made variety. These spastic blobs of cardboard, wire, and glue sit like petrified butterfly vampires on the victim's jugular. These things aren't tied, but are constructed, and are attached by ingenious bits of elastic, wires, or other proctoscopic devices. The perfidy to even pretend that these are ties! One wonders about the ethical standards of a person who will resort to such blatant sophistry.

The fact that bow ties of any kind are not artistically acceptable is borne out by the observation that none of the great works of art of the world feature such ties. No bow ties are found on the Belvedere Apollo, the Winged Victory, Laocoon, the Venus de Milo, Lady Godiva, Whistler's Mother, or Beethoven's Fifth Symphony.

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Reprinted from Edmonton Kiwanis Newsletter



## Parent Conference

*(Continued from Page 31)*

could then judge Pat's work in relation to the work expected of that grade level and her own aptitudes. I saw what satisfactory and unsatisfactory work really included. These I had not fully understood from the pigeonhole system of the report card. We discussed freely the training of this child, she from the standpoint of one who saw Pat in group life and under the educational regimentation necessary to carry on a school system, I from the standpoint of one who usually saw Pat in the freedom of the home.

Soon it was time for school. I feel that I am familiar with classroom procedure. But never have I seen such adjustment to the morning happenings. The children came in quietly and happily, noticing me but not allowing my presence to interrupt the routine.

I was especially alert for a little thing. I knew the temptation for a teacher to be on company behaviour in front of

"Mama". I watched the children and saw the united respect they showed as the assignments were announced and explained. I saw the genuine interest of the teacher as she patiently helped the problem child with the same devotion she gave the more capable.

But in this room I saw something that made me glow: sportsmanship. This teacher had radiated a fairness so genuine that each child dropped his defensive air and relaxed to enjoy the challenge of competition, each doing his best, none fearing ridicule if his best was not the best. For instance, a group including Pat went to the chairs placed for group work. The teacher showed flash cards with the combinations of subtraction. If the child said the correct answer first he could work toward a desired chair. Even in cases I would have considered a very near tie, the children discerned the winner and happily moved to make room for the winning competitor.

Finally it was time for me to excuse myself. I left the room peacefully confident that Pat's progress would continue according to her own ability and limitations but that this progress would be under a skilled hand.

Am I in favour of the conference?

Yes, through the conference I found out that I could feel at ease over the schoolroom situation. If I had not been pleased over the teacher's procedure or the child's advancement, I had a chance to suggest and to receive suggestions.

Second, I could place my child in her group and visualize the advancement expected of her, considering her specialties and limitations.

Third, I had the opportunity to express my appreciation to Pat's teacher for her skill in helping my child develop academically and emotionally.

However, I do have one suggestion. It would have been nice to have had some written form of report to take home to Pat's father. Since he missed the personal touch of the conference, he had to be content with a secondhand report from me.

Reprinted from *The Nation's Schools*, Oct., 1956

# CANADA'S ATOM

New 96-page booklet entitled **ATOMIC ENERGY IN CANADA** is a handbook for every teacher and an excellent reference for high school students. Has a section on the "ABC's" of atomic power written for the layman and a four-page list of references. Illustrated with 98 photographs and 53 diagrams, the booklet gives a general description of Canada's atomic energy program and extensive details of four reactors. Shows how radioactive isotopes are made for industry, agriculture and medicine. Costs only \$1.00. Order from

**Atomic Energy of Canada Ltd.,  
Chalk River, Ontario.**



# The Pleasure Principle

A. GRIFFITHS

POETRY is pleasure, or it is nothing. This is a principle which is valid for the reader by the fireside, the student at his desk, or the child in the classroom. Arguments, of varying degrees of sophistication or even acerbity, may rage as to the precise equality of the pleasure which poetry can give, but these may be left to critics and philosophers; the teacher is more concerned with his pupils' direct response to an individual poem.

Children delight in rhythm and pattern, they love both the clear simplicities and the hints of mystery which the old ballads contain, and they enjoy the surprise, the sudden freshness of vision, which verbal felicities can convey. For the poet, a poem is the re-creation and communication of an experience or a mood, and although many poems contain implications too subtle not only for children but for many adults, yet unless the poems to which we expose children succeed in re-creating some shadow of the poet's original experience and some tincture of his mood, they, and the lessons in which they are presented, are failures.

Time spent in poetry lessons is time wasted unless these twin principles of pleasure and re-creation are allowed to operate and succeed.

Having said this, one pauses to reflect on the hours of misdirected energy which are expended to produce the bored, blasé, or even hostile reaction to poetry which one too often finds among older children and adolescents, more particularly in the secondary modern school. Part of this hostility no doubt springs from the prevailing temper of the times, the 'new barbarism' which divides us

into 'eggheads' and 'pinheads', and decides that poetry is for eggheads only. But teachers, too, must bear some responsibility. Too much poetry, one feels, is taught by too many teachers as though it were either a necessary drudgery or, worse still perhaps, a dedicated activity calling for stained-glass attitudes and the hushed unction of the poetry voice. Yet, as I hope to demonstrate, there are ways of avoiding both extremes and allowing poetry to speak for itself.

Children in the first forms of the secondary school usually arrive full of enthusiasm and stimulated by the change of school. If their experience of poetry has so far been pleasant, the teacher is lucky and can continue the good work. But in practice it is good to take advantage of their expectancy and receptivity, and to start off with a bang.

My own method is to introduce them at once to a poem which is new to them, which is strongly rhythmical and which has a chorus. Such a poem is Vachel Lindsay's *The Night of the Fireman's Ball*—a poem which is likely to come as a delicious shock to children reared on R. L. Stevenson and Rose Fyleman. The insistent rhythms of this poem call out for choral treatment and plenty of noise: by the time the children have rehearsed it twice and finally chanted it with gusto, they will be exhausted but happy—and so will the teacher!

Other poems which invite active participation by the children yet do not require elaborate rehearsal are *The Akond of Swat* (the fun lies in the differing emphasis upon the reiterated "Akond of Swat"); *Widdicombe Fair*, where



members of the cast of rustics are encouraged to adopt contrasting voices and go all out for the mock horror; and some of the more rumbustious seashanties. Older children will enjoy the thudding rhythms of *Casey Jones* (the narrator will find a trace of American accent an advantage), and the complex pattern of Vachel Lindsay's *Daniel*. But whatever poems are chosen, and no doubt the reader can think of others, they should, if possible, be fresh to the children and of the type in which they can let themselves go. The aim is to use shock tactics to break through any initial dislike of poetry and prove that it is fun.

It may be necessary to devote two or three periods to this softening-up process, but once it is clear that poetry is fun, the next and more exacting phase can begin. The most important thing here is a versatility of attack; poetry periods should never develop a fixed routine. It is not necessary, for example, to allot a fixed weekly period to poetry, or to use a full period on every occasion. Most teachers know how successful an occasional lesson 'off the cuff' can be, and poetry is pre-eminently a subject in which the mood of both teacher and class is important. To meet the demands of these moods it follows that the teacher must have the choice of a wide variety of poems. His own reading must go far beyond the pages of the current classroom anthology. The school library should have at least a dozen standard anthologies on its shelves, and the class anthology should be not only carefully chosen but, ideally, changed each term.

With an abundance of material at hand the teacher's versatility need not be cramped, and he can proceed to expose the children to poetry—all kinds of poetry, gay, serious and nonsensical, from *Sir Patrick Spens* to *The Yarn of the Nancy Bell*, and from *The Journey of the Magi* to *Lizzie Borden*. It is essential to read as much poetry as possible to children, to let it sink in, and, above all, not to be forever teaching. Do not be too concerned as to whether the children

understand the poem or can give a clumsy paraphrase of it, but remember that poetry can be understood at a multitude of levels, most of them unconscious and beyond exploration or explanation. The teacher should have confidence in himself, in his reading and in his choice of poems. There will be failures, of course, and from them he can learn how to sense when a reading is 'going over' and when it is a flat failure. Poetry reading of this sort is essentially a performance, but a performance in which sincerity, understanding, and respect for the poem are much more important than a virtuoso's tricks or a hushed reverence.

Not that the teacher's voice should be the only one heard during the poetry period. Children should be encouraged to read poetry aloud, not as an aid to speech-training, but for the pleasure that comes to oneself and one's hearers in the execution of a clear reading. Only a few children in the secondary modern school are likely to be able to read satisfactorily straight from the page; one method is to allow children to read the poem silently and then practise it amongst themselves before reading it to the class. A noisy method, but it works!

A quieter method is the 'personal choice' period. The class is told a week or so beforehand that a certain period will be set aside for the reading of personal choices, either from the classroom anthology or other sources. Narrative and descriptive poems are usually picked, but some odd choices turn up, and some poems seem chosen for no other reason than their brevity. This method works well in conjunction with a system of 'personal anthologies', notebooks in which children are encouraged to copy out favourite poems and also paste in duplicated copies of poems which the teacher feels they may wish to have in a permanent form, and which are not found in class anthologies.

Some poems are best read silently before the teacher invites questions. Some of these questions he may answer him-



# OVERSEAS EDUCATION LEAGUE OF CANADA

## Summer Tours, 1957

The League has been planning tours for Teachers, Students, and their friends since 1910 except for the two war periods.

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self, others he may pass on to the class for discussion; for example, is Walter de la Mare's poem *The Little Creature* to be read seriously or gaily, as a witch's spell or as a skipping rhyme? In this way, by discussion, children will come to see how intimately bound together are the meaning of a poem and the way it should be spoken.

Teachers may also find effective aid in the increasing range of recorded poetry readings. There is, for example, a fine, full-throated reading by Dylan Thomas of *The War Song of Dinas Vawr*, and a sensitive reading of *Sir Patrick Spens* by John Laurie, while Ewan Macoll has recorded several ballads sung in the traditional declamatory style. Whole plays of Shakespeare's have been recorded, as well as many of the famous speeches; details must be sought in the appropriate catalogues. Records are expensive, of course, but they help to set a standard of verse speaking (although it would be fatal to aim at mere imitation), and they may be used to supplement rather than replace the teacher's reading of poetry. There is, about even the best recording, a 'distancing' effect which is absent from a live reading and which teachers and children may find distasteful.

Reprinted from *The Schoolmaster*, Sept. 7, 1956

# Year Books

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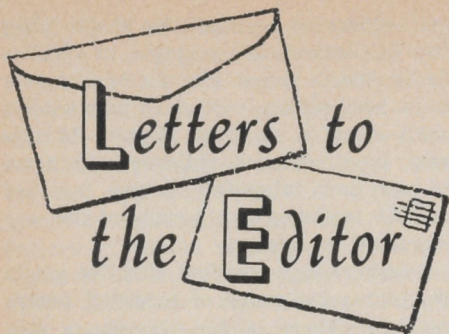
## SAY YOU SAW IT IN THE ATA MAGAZINE

### The United Church of Canada Needs:

- Teachers to train as Christian educationists for work overseas and in Canada
- Missionary teachers to work among Canadian Indians
- Missionary teachers in High Schools
  - for English language in Japan and Korea
  - for Home Economics and Science in Trinidad

Write: The Secretary, Personnel Committee for Women Workers, The United Church of Canada, 299 Queen Street West, Toronto 2B, Ontario.





# Letters to the Editor

To the Editor:

In an effort to assist school principals in meeting the challenge of their strategic position in our school systems, the Leadership Course for School Principals will again be offered during the 1957 University of Alberta Summer Session.

Participation is limited to 70 experienced principals, sponsored by their school boards. The cost per member will be \$200 payable by the employing school board. It is expected that course members will live in residence at Concordia College for the three-week period from July 8 to 26.

The course members will be selected by February 28. Interested principals should consult with their local superintendent and/or school board for further details.

Sincerely yours  
WALTER H. WORTH  
Director  
Leadership Course for  
School Principals

To the Editor:

In the December issue of *The ATA Magazine*, in the item "Hospitalized Teachers", my address is given as 19 Street, instead of 9 Street. Would you please correct this error in a future issue of the magazine.

Yours truly  
DORIS BROWN  
Corresponding Secretary  
Calgary City Local  
1635 - 9 Street N.W.  
Calgary

**Editor's Note—Our sincere apology.**

To the Editor:

The thirteenth National Health Week, sponsored by the Health League of Canada, will be observed from coast to coast from February 3 to 9, 1957.

The Health League of Canada, the nation's leading voluntary health education association, organized in 1919, is a citizens' movement for the prevention of disease and the promotion of good health by public enlightenment.

Specifically, the league conducts programs in the fields of child and maternal health, nutrition, etc., but its major project is National Health Week which it has sponsored every year since 1945.

Cooperating with the National Health League in this national project are the official departments of health and of education, the schools, the home and school and parent-teacher federations, the churches, numerous organizations—voluntary and otherwise, newspapers and other publications, the radio and television industry, national and local advertisers, advertising agencies, industrial and commercial firms, labour organizations, and thousands of interested citizens.

National Health Week is a formidable undertaking and we can use all the assistance we can get. The professional magazines go to all teachers and there is no better medium for reaching into every classroom.

Your cooperation in this work will be a valuable contribution toward the improvement of the standard of public health in Canada.

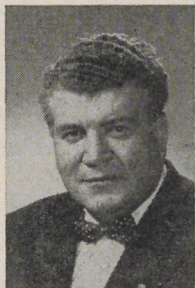
Yours sincerely  
MURDOCH McIVER  
Secretary

National Health Week

**Editor's Note—Literature on National Health Week may be secured by writing to the Health League of Canada, 111 Avenue Road, Toronto.**



# President's Column



If you want to witness a verbal Donnybrook, just mention the word "curriculum", season to taste with a dash of East versus West, a pinch of British versus American, and then sit back in a ringside seat.

Space forbids entering into a technical discussion of what constitutes curriculum, and prudence forbids my outlining desirable features of a good curriculum. Nevertheless, I would like in this column to make some general observations.

## **Curriculum perpetuates culture**

What is curriculum? Basically, it is the organized effort of society to teach its members how to live and carry on in a particular culture. Whether it is the instruction in tribal superstitions, taboos, and survival techniques of primitive cultures, or the more complex, diversified skills and abstract concepts required in advanced cultures, it is fundamentally the same sociological process.

Who should control curriculum? Plato, astute and dangerous educationist that he was, recognized the importance of curriculum control in his *Republic*. In-

geniously, he decided on the structure of the ideal state, and then formulated a curriculum to perpetuate it.

## **Indoctrination or education?**

Russia, Germany, Italy, and lesser modern states have used Plato's ideas ruthlessly and successfully, although the acceleration of knowledge, science, and invention is making increasingly difficult the establishment and maintenance, by propaganda, of a permanent social pattern.

Our two world colossi, Russia and the United States, present the two extremes in curriculum control philosophy. The Soviet uses the school as an instrument of indoctrination, and even methodology is examined to see if it might develop 'democratic' tendencies in students. At the other extreme, we have the United States, where each state follows a 'hands-off' policy and leaves curriculum planning to the individual boards, although most states provide an optional course outline that individual schools may use, particularly where staffs are small and not well qualified.

## **The school unit has limitations**

Sound arguments can be advanced against the course of studies part of curriculum being delegated down as far as individual boards. In the light of what is known about reading itself, we know that it takes a highly specialized staff with access to a number of classrooms in order to properly evaluate texts. We should avoid the tremendous duplication of effort which might be more profitably employed in the action research and school programming aspects of curriculum activity. How to establish a sound reading and promotion



program in a school is a more important staff function than deciding what reader to read.

## Alberta could decentralize more

Nonetheless, in a democratic society, education is everybody's business, not just government's and not just teachers'. It is interesting to note that in recent years the Alberta government has enlarged its General Curriculum Committee so that eleven organizations, such as labour, industry, and home and school, are represented. It is a healthy trend towards decentralization which it is hoped will be continued.

Perhaps the time has come when large centralized high schools should be allowed to give additional electives to those who are gifted in mathematics or English. Perhaps the time has also come when superintendents should be hired directly by school boards, in the same manner as principals, and should remain as members of their professional association.

## Teachers decide the 'how'

There is, however, one area of curriculum that I reserve for educationists—that is, methodology. The public has the

right to decide what shall be taught, it is the responsibility of educationists to determine how it shall be taught. I am a little annoyed when the Dorothy Thompson's, Hilda Neatby's, and other amateurs, tell us—contrary to large bodies of fine research—how to teach reading. I am more than annoyed when teachers and professors, who have not investigated the problem professionally, make sweeping generalizations which just add to the confusion.

Today, there is general agreement in society that what the individual cannot do, organization must do for him. Some degree of the welfare state is here to stay—and rightly so. Health, education, and other responsibilities cannot be carried by the individual. The danger lies, not in delegating governments to organize and finance—with our money—these functions of society, but in allowing them to direct and do our thinking as well. The function of government is to make possible a health program, but not to dictate it; to make possible a wide and generous educational program, but not to control it. The task of our educational institutions is to produce the tough, critical thinkers necessary in a democratic society.

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## Industrial Arts Is Not Just an Extra

*(Continued from Page 24)*

statement from the Harvard Committee report, "General Education in a True Society", issued in 1945, which reads in part:

We shall say something about the importance of shop training in general education. For those who intend to go into scientific or technological work, it has special relevance. The manipulation of objects, the use of tools, and the construction of simple apparatus, all are required for entry into the field of experimentation. Even the pure mathematician is greatly aided by shop experience . . . The lack of shop training is at present a most serious deterrent to entry into all types of technological work and to college and post-graduate training in science, medicine, and engineering.

Industrial arts, then, is not just a curriculum "extra". In the school shops,

students work together securing information through real-life situations as to how more than one-half of American wage earners make their living. They become familiar with the real meaning of "the division of labour". They learn that certain types of work require more intelligence than others, some more physical strain than others, and that a natural talent is necessary in some types of work.

Thus it is that industrial arts contributes to the understanding of the problems of all workers, which is of vital importance in shaping and preserving the principles of democracy.

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Reprinted from *The School Executive*, Nov. 1956



# Teachers in the NEWS

John Lee Laurie of Calgary, for many years an outstanding teacher of English and dramatics at Crescent Heights High School, was awarded the degree of Doctor of Laws, Honoris Causa during the fall convocation of the University of Alberta. Dr. Laurie's honour is recognition of his contribution to education in Alberta and of his dedication to improving the lot of Indians in this province.

Dr. Laurie received his high school education in St. Catherines, Ontario and his university education at Oxford University and Trinity College, University of Toronto. During World War I, he served with the Royal Flying Corps.

After coming west in 1920, he taught near Eckville in this province and in 1923, he joined the staff of the Western Canada College in Calgary. In 1927, he joined the staff of Crescent Heights High School, where he taught until June, 1956. The joy of literary appreciation which so coloured his teaching and his interest in dramatics are the trademarks by which his former students remember him.

Dr. Laurie's interest in the life of Alberta's Indians caused him to investigate their lot with an intensity unmatched in modern history. He has lived with the Indians, travelled with them, and acted as their counsellor and spokesman. Since 1944, he has been secretary of the Indian Association and has represented that group on occasions in Ottawa. It is more than coincidence that some of the improvements the Indian Association sought, such as better land, day schools, old age pensions, family al-



Dr. John Laurie, with Derek Morris, president, and Winnifred Lochtie, vice-president, Calgary City Local.  
—Photo by N. J. Pickard.

lowances, have now been granted by the federal government.

It is not given to many men to live to see the success of their labours. But to John Laurie has come this satisfaction. And the Indians are a grateful people. He is Sitting Eagle of the Sarcees, Chief White Cloud of the Stony Indians, and Chief Red Crow of the Blood Indians. But for Dr. Laurie the real reward is the handclasp and the quiet smile of understanding that greet him everywhere as he travels the province.

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# ***Executive Council Elections, 1957***

## ***Alberta Teachers' Association***

### **Executive Council**

#### **By-law 25—**

"The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the general secretary-treasurer, and ten (10) district representatives. The president, vice-president, and district representatives shall hold office from the time of their installation until their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided. The general secretary-treasurer shall be appointed by the Executive Council."

### **Eligibility of Members for Election to the Executive Council**

#### **By-law 33—**

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he:

- (a) is a member in good standing,
- (b) is entitled to vote in the election of the Executive Council, and
- (c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation,

provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this by-law."

#### **By-law 42—**

"To be eligible for nomination as a candidate for the office of president, the proposed nominee shall have served pre-

viously as a member of the Executive Council."

### **Eligibility of Members to Vote**

#### **By-law 37—**

"Except as herein otherwise provided each member who has paid his fees for the calendar month preceding the counting of the ballots shall be entitled to vote in the election of the Executive Council."

### **Nominations and Acceptances**

#### **By-law 40—**

"Any local by resolution at a regularly called meeting or at a meeting of the executive committee thereof, shall be entitled to nominate one (1) member as a candidate for election to the office of president, one (1) member as a candidate for election to the office of vice-president, and one (1) member as a candidate for election to the office of district representative for the district of which the local forms a part. Subject to the provisions of By-law 42, any member of the Association may be nominated for the office of president and vice-president. For the office of district representative a local may nominate one of its own members or one of the members of another local in the same district."

#### **By-law 43—**

"Nominations and acceptances must be received by the general secretary-treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election to the Executive Council of the Alberta Teachers' Association for terms beginning Easter, 1957, and acceptance of nominations, in



the form prescribed by the Executive Council, **must be received at Head Office on or before March 11, 1957, at 5:00 p.m.**

Any sublocal may suggest to the executive committee of its local the names of proposed candidates for election as president, vice-president, and district representative.

## **1957 Elections**

### **By-law 38(1)—**

"One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from the date of the first executive meeting following their election."

In accordance with By-law 38(1), the following elections to the Executive Council for terms beginning Easter, 1957 will be held.

### **Officers—**

President

Vice-President

### **District Representatives—**

Northeastern Alberta Constituency

Edmonton District Constituency

Central Eastern Alberta Constituency

Calgary City Constituency

Southwestern Alberta Constituency

## **Geographic Districts**

### **Northeastern Alberta Constituency—**

All schools situated within the area covered by the following locals: Athabasca, Bonnyville, Lac la Biche, Lamont, St. Paul, Smoky Lake, Thorhild, and Two Hills, and all territory outside the boundaries of these locals north of the North Saskatchewan River, east of the fifth meridian.

### **Edmonton District Constituency—All**

schools situated within the area covered by the following locals: Barrhead (and west to British Columbia border), Clover Bar, Coal Branch, Edson, Lac Ste. Anne, Leduc, Stony Plain, Sturgeon, Westlock (and north to the boundary of the Athabasca Local), and Wetaskiwin.

### **Central Eastern Alberta Constituency**

—All schools situated within the area covered by the following locals: Camrose, Castor, Hardisty-Provost, Holden, Killam, Neutral Hills, Vegreville, Vermilion, and Wainwright.

### **Calgary City Constituency—All schools**

situated within the area covered by the Calgary City and Calgary Separate Locals.

### **Southwestern Alberta Constituency—**

All schools situated within the area covered by the following locals: Crow's Nest Pass, Lethbridge City, Lethbridge District, Macleod, Pincher Creek, St. Mary's River, Taber, and Warner.

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## **Learning Through Misery**

*(Continued from Page 22)*

school life which remain as clear in the mind today as they were the day they happened, there is at least a *prima facie* case that learning comes through joy and not through sorrow. For my own part, I grow more and more convinced that unless a child is happy and interested he will learn nothing useful, and I believe that most of my teacher colleagues would agree with me.

Whether in our schoolroom practice we achieve our ideal and teach classes that are invariably happy and interested is another matter. Large classes, poor equipment, and the other many limitations imposed upon us by school organization often make the ideal impossible. But at least it is a measure of our success that among the many thousands of children who will reassemble this week or next for the autumn term, there will scarcely be one who is not glad to be back at school.

So perhaps *The Times* might think again. If the public library is a place where people come to get books they can enjoy, it may not satisfy the gruff-and-grums who believe that learning is a miserable process. But it will be on the right road to becoming what it really ought to be, a centre for adult education.



# Financial Statement

## STUDENTS' UNION OF THE UNIVERSITY OF ALBERTA

### SUMMER SESSION

### Statement of Revenue and Expenditure

October 31, 1956

#### Revenue

Fees—		
Building fund, see contra		\$5,206.69
General		2,082.89
Evergreen and Gold, see contra		451.25
Dances		224.50
Tours		39.50
		<hr/>
		\$8,004.83

#### Expenditure

Athletics—			
Archery	\$	13.20	
Badminton		36.00	
Bowling		17.50	
Fastball		91.51	
Recreation director		200.00	\$ 358.21
		<hr/>	
Entertainment—			
Dances		394.88	
Teas		91.03	
Tours		78.75	564.66
		<hr/>	
Students' Union Building Fund—see contra			
Loan repayment fund		3,124.01	
Building operating fund		2,082.68	5,206.69
		<hr/>	
Purchase of Evergreen and Gold—			
see contra			451.25
Administrative and sundry—			
General expense		468.88	
Evergreen and Gold pages		260.00	
Honoraria		265.00	
Bulletin expense, net		116.90	1,110.78
		<hr/>	<hr/>
			7,691.59
			<hr/>
Excess of revenue over expenditure for the year			\$ 313.24
			<hr/>



# Balance Sheet

October 31, 1956

## Assets

### Current—

Cash on deposit with the University of Alberta \$1,830.01

### Fixed—

Office equipment \$ 46.25

Sports equipment 227.40

Less provision for depreciation

273.65

272.65

1.00

\$1,831.01

## Liabilities

### Surplus—

Balance as at October 31, 1955 \$1,517.77

Add excess of revenue over expenditure for the 1956 session 313.24

\$1,831.01

Edmonton, Alberta, December 12, 1956

I have examined the accounts of the Students' Union of the University of Alberta Summer Session for the year ended October 31, 1956, and have received all the information and explanations I have required.

In my opinion, the above balance sheet is properly drawn up so as to exhibit the true financial position of the Union as at October 31, 1956 according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the results of operations for the year ended at that date.

M. A. ROUSELL

Chartered Accountant, Auditor

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# Resolutions to the Annual General Meeting, 1957

Resolutions for consideration by the Annual General Meeting may be submitted by authority of a general meeting or of the executive committee of a local association.

A certified sublocal may pass a resolution and forward it to the executive committee of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to Head Office.

In order to prevent duplication of resolutions, local associations are requested to review the resolutions adopted by the 1956 Annual General Meeting. These were published in the May, 1956 issue of *The ATA Magazine*. Reference should

also be made to *The Alberta Teachers' Association Policy Handbook*, 1956.

Resolutions, in the form prescribed by the Executive Council, **must be received at Head Office on or before March 6, 1957, at 5:00 p.m.**

All resolutions being submitted to the Annual General Meeting will be printed in the March, 1957 issue of *The ATA Magazine*. Arrangements should be made for each local association or its executive committee to meet **between receipt of this issue of the magazine, which will be mailed about March 20, 1957, and the Annual General Meeting**, in order that the resolutions may be discussed.

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## Snow—the two-faced giant

(Continued from Page 18)

mat, and his companion, when they returned recently from a trip to 'outside'. The pilot of their helicopter couldn't land lest the machine sink out of sight in a drift. He dropped Joe and his friends from ten feet. They disappeared, buried in snow, but managed to crawl out only to find their cabin too had practically disappeared. They had to dig their way into it.

However, not everyone has such unpleasant experiences with snow. Farmers often welcome it. Like rain, snow is an important source of moisture for crops. It picks up nitrogen compounds floating in the air and deposits them on the ground. Rain and snow together deposit as much as seven pounds of nitrogen per acre in a year. Snow accounts for 17 percent of this, and pound for pound it is more useful, because it sinks in slowly and spreads more. A blanket of snow protects winter grain. A five-inch covering can raise the ground temperature six degrees, which encourages more

bacteriological activity in the soil and better growth.

Snow turns the trackless Canadian north into a network of winter highways. Supplies for outposts travel by truck across frozen lakes and along snow roads where in summer it would be impossible to move. Even towns are moved on snow. Aklavik, capital of the western Arctic, is sinking into the mud at the mouth of the Mackenzie river. The government is moving it to a new site, by putting buildings on sleighs and dragging them across the snow by tractor. Four years ago, Sheritt Gordon Mines closed down a mine in northern Manitoba, and moved the 66 miners' houses across the snow and ice to the site of a new mine at Lynn Lake, 150 miles away.

The industry which probably gains the most direct cash benefit from snow is the tourist trade. Such places as Mont Tremblant in Quebec, Grouse Mountain in British Columbia, and Jasper and Banff in the Rockies, specialize in winter sports which attract thousands of en-



thusiasts every year. Hotels are booked months ahead and special trains are put on for the convenience of winter vacationists.

A recent hotel convention at Quebec City was told that the province was the snowland "par excellence" of North America. Meanwhile, a heated debate was taking place among the city fathers on who should pay for the removal from the streets of this snow "par excellence".

Actually engineers and civic officials are thinking ahead to the day when snow removal will mean melting it as it falls. Toronto's 24-storey Bank of Nova Scotia building is one of many in the country with no snow on its sidewalks—heated pipes under the concrete melt it. Imperial's new office building in uptown Toronto will use a similar system. It has been slow to catch on because of initial costs, though experts feel that in a few years the system pays for itself in labour savings. It started in 1925 at Rochester, N.Y.

The United Nations building in New York has a heated concrete ramp leading to the garage below the main entrance. Pittsburgh's South Side Hospital has a heated ambulance driveway. The new Hotel Dieu in Montreal has a steam-heated parking lot, and some Montreal private homes are using the same system for driveways.

Road and asphalt engineers are experimenting with radioactive materials in asphalt. A test was made in Germany but not enough heat was produced. A

similar test was carried out in 1954 on a special stretch of highway in New Brunswick with better results.

Fifty years from now, great stretches of highway and vital railway links through mountain passes may be free from snow all winter. Natural gas, if there is a cheap and abundant supply, may be used to melt the snow. "At the moment, though", says one highways official, "it's a real pipe dream." Canadian railways are already using gas to heat main switches in vital areas.

One fact is clear in the minds of all snow removal officials. The problem today isn't as bad as it would have been 50 years ago with the same amount of traffic. The Canadian climate appears to be warming up. Over the past 70 years temperatures have risen an average of three degrees. Northern ice fields have receded as much as one and a half miles in some areas, and the yearly snowfall in Montreal has dropped ten inches since 1930.

According to long-range weather forecasters the change is part of a cycle which may have been as much as 1,000 years long. Most of them agree we are now at the end of this cycle and our weather will soon get much cooler.

In fact, Professor Kenneth Hare, director of the McGill University weather observatory, believes a new ice age is on the way. But there is little cause for alarm. It probably won't happen for another 250,000 years.

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# ***Disposition of Resolutions Adopted by the Annual General Meeting, 1956***

## **Current Resolutions**

(The resolutions are referred to by number and in the same order as printed in the May, 1956 issue of *The ATA Magazine*.)

The resolutions have been dealt with and/or referred as indicated.

C 1—incorporated in short-term policy as S3/56—a card for the use of locals will be provided in 1957

C 8—incorporated in policy as P59/56

C14—incorporated in short-term policy as S7/56—the Department of Education will exchange faulty registers

C15—policy at present—see P62/54

C25—incorporated in policy as P52/56

C27—P38/53 presented to the Department of Education—negotiations are continuing

C28—presented to the Department of Education—payment, in part, was made at conclusion of marking of papers in 1956

C29—referred to the Canadian Broadcasting Corporation

C34—included in policy as P37/56 and referred to the University of Alberta and the Faculty of Education

C48—S20/55 deleted from short-term policy

C49—incorporated in short-term policy as S20/56 and referred to the Board of Administrators, Teachers' Retirement Fund—the government refused to implement this change in by-laws

C50—incorporated in short-term policy as S26/56 and referred to the Board of Administrators, Teachers' Retirement Fund—the government refused to implement the required change in by-laws

C51—incorporated in short-term policy as S27/56—by-laws have been amended accordingly

C52—incorporated in policy as P61/56 and referred to local associations for information

C53—S11/55 and S17/55 referred to the Department of Education

C54—incorporated in policy as P76/56 and referred to the Coordinating Committee

C55—subsection (c) of P22/52 deleted from policy

C56—P61/54 deleted from policy

C57—S3/53 deleted from short-term policy

C58—S7/54 deleted from short-term policy

C59—S19/54 deleted from short-term policy

C60—incorporated in short-term policy as S13/56 and referred to the Department of Education

C61—referred to the Department of Education—the Association has been granted one additional representative on each of the High School Entrance Examinations Board and the High School and University Matriculation Examinations Board

C62—replaces S8/55 as S8/56, and was referred to the Department of Education

C63—incorporated in policy as P51/56 and referred to local associations for information

C64—incorporated in policy as P58/56 and referred to the Department of Education with no action promised

C65—already policy—see P20/54

C66—P37/55 deleted from policy

C67—P59/54 deleted from policy

C68—P58/54 deleted from policy

C69—P53/55 deleted from policy



- C70—incorporated in policy as P77/56 and referred to local associations for information
- C71—incorporated in policy as P53/56 and referred to local associations and convention committees for information
- C72—incorporated in short-term policy as S28/56—a report will be presented
- C74—incorporated in short-term policy as S29/56—a report will be presented
- C82—incorporated in short-term policy as S19/56
- C83—incorporated in policy as P78/56

- C84—S13/55 deleted from short-term policy
- C85—incorporated in short-term policy as S30/56—an investigation is being made
- C86—incorporated in policy as P79/56 and referred to the Department of Education but no action is promised
- C87—referred to the Executive Council of the Government of the Province of Alberta
- C88—incorporated in short-term policy as S25/56 and referred to the Department of Education

### Policy Resolutions

(The resolutions are referred to by number as printed in  
*The Alberta Teachers' Association Policy Handbook, 1956*)

The following resolutions have been referred as indicated.

- Board of Teacher Education and Certification—P3, P42, P65, P66, P67, P74, and P75
- Coordinating Committee—P15, P23, P46, P55, P58, P66, P76, and P79
- Department of Education—P3, P9, P10, P13, P15, P25, P29, P30, P31, P32, P34, P35, P36, P38, P39, P40, P41, P55, P58, P60, P62, P63, P66, P67, P68, P72, P74, P79, S2, S3, S7, S8, S9, S11, S12, S13, S16, S17, S23, S24, and S25.

- Executive Council of the Government of the Province of Alberta—P1, P20, P21, P25, P27, P28, P50, P56, P58, P65, P66, P67, P69, P79, S11, S16, S17, and S18
- Faculty of Education—P37
- University of Alberta—P37

The following resolutions are of special interest to local associations—P5, P6, P10, P11, P12, P16, P17, P18, P26, P33, P44, P47, P48, P51, P52, P53, P54, P59, P61, P72, P73, P77, P78, P79, S1, S7, S14, S26, S27, S28, S29, and S30

## ***Disposition of Resolutions Referred to the Executive Council by the Annual General Meeting, 1956***

(The resolutions are referred to by number as printed in the May, 1956 issue of *The ATA Magazine*.)

- C22—this resolution was referred to the ATA Public Relations Committee
- C39—the Executive Council approved concurrence, if the government accepts the Association's interpretation with respect to the time of application of the government's guarantee
- C42—the Executive Council approved

concurrence, if the Association's interpretation of the guarantee on the unfunded liability is accepted by the government

- C46—the Executive Council did not approve this resolution and will present a report to the 1957 Annual General Meeting



# NEWS from our Locals

## Athabasca Sublocal

The regular sublocal meeting was held on November 28. J. R. Brill, who attended a meeting held earlier in the month to discuss reorganization of the Edmonton District Conventions, reported that the group will continue to be part of the First Edmonton District. A discussion on future teachers clubs was introduced by N. J. Andruski.

## Barrhead Local

At the November 13 meeting a contribution was voted to the Alberta Advisory Committee on Educational Research. The Grade IX awards, donated by the local, were announced: first award of \$25 to Kenneth Peers of Neerlandia; and second awards of \$15 each to Antony Fisher of Neerlandia and to Helen Blatchford of Manola. The latter two students were tied for second place. District Representative R. F. Staples spoke to the teachers on changes in *The School Act, 1952* and new clauses in *The Teachers' Retirement Fund Act*.

## Clive-Satinwood Sublocal

At a recent meeting of the sublocal held at Satinwood School discussion centred around the teaching of language. The teachers read and graded paragraphs written by pupils of Grades IV and VII, and remedial work was suggested. It was decided to have more paragraphs submitted by other grades for the January meeting. Mrs. K. Stearns was nominated to act on the local's articulation committee.

## Cluny-Gleichen Sublocal

The initial meeting of the sublocal was held in the Cluny School on

November 29. Officers for this term are: Marshall P. Bye, president; Mrs. Jean Belcher, vice-president; and Mary Lauweryssen, secretary-treasurer. C. H. Carson is policy committee representative. The major project for the year is the preparation of a divisional handbook. Discussion took place regarding a divisional track meet.

## Drumheller City Sublocal

The November 21 meeting was attended by 26 teachers. District Representative Ralph McCall and L. A. Sagert of Acme discussed salary matters and Mr. Sagert also spoke on the collective bargaining seminar which he attended at Banff last summer. Mrs. J. M. Jakey of the Drumheller High School staff showed some excellent slides and gave an interesting commentary of her recent trip to Europe.

## Drumheller Division Sublocal

The sublocal's third meeting of the year was held at the Verdant Valley School on November 27. A salary negotiating committee of J. Mraz, J. Paetkau, and J. Earle was appointed. Mrs. Mary Dier of Rumsey gave an interesting talk on the history and organization of the Alberta Teachers' Association. She suggested that teachers have achieved, to some extent, the "three S's" of the ATA, standards, status, and salary.

## Forestburg Sublocal

At the November meeting of the sublocal a new constitution was proposed to change the name to Battle River Sublocal. A motion was passed to award the scholastic prizes sponsored by the sublocal and community organizations. Approval was given for the purchase of filmstrips to the value of about \$50; the Alliance staff is to make the selection this year. Arrangements for a high school curling bonspiel are under the direction of Carl Fervolden. Following the business meeting the teachers separated into four groups—primary, elementary, junior high, and high school—to



discuss problems of curriculum and administration in their respective grade levels.

### **Grande Prairie Local**

At a recent executive meeting of the local Miss Erin O'Brien of Grande Prairie, a second year education student at the University of Alberta, was awarded the local's \$100 scholarship. A donation of \$100 has been made to the Alberta Advisory Committee on Educational Research. The University of Alberta has been asked about the possibility of initiating a university credit course in this area.

### **Lesser Slave Lake Sublocal**

The sublocal's regular meeting in November began with a buffet supper at the Widewater School. There were 25 teachers present. Discussion during the business meeting concerned a sublocal institute and convention plans. The teachers were entertained with a travelogue by Miss L. M. Wegelin on her trip to France last summer.

### **Leslieville-Condor-Alhambra Sublocal**

Leslieville teachers were hosts for the November sublocal meeting. Mrs. F. J. Boomer and Mrs. A. Stollings led a discussion relative to *The School Act, 1952*. An interesting contest, for which prizes were awarded to Mrs. A. E. Lawton and Mrs. R. M. Logan, was conducted by Mrs. L. Westergard.

### **Lindsay Thurber Composite High School Sublocal**

Mrs. T. Clarke, past president of the Red Deer Home and School Association, was guest speaker at the regular meeting on December 19. Mrs. Clarke presented a very interesting paper on education, in which she suggested that the present system of grading of children by chronological age be changed to one of achievement levels in the basic skills. The stigma attached to failure on the part of the individual student would dis-

appear and the student who was more able in a particular group could advance into a group that would challenge his ability. Under the present grade system, she said, harassed teachers are forced to distribute their attention to a class consisting of pupils with a varying range of ability and preparation for the curriculum. Teachers are responsible for imparting basic factual prerequisites for all the professions, she said, and they ought to be able to concentrate on the real job of teaching, instead of attempting to be paid sitters, entertainers, and counsellors of their charges. The speaker was introduced by Clarence Rhodes and thanked by Charles Campbell.

### **Mannville-Minburn Sublocal**

There was a good representation of teachers at the sublocal meeting on November 19. The officers for 1956-57 are: Mrs. M. Morrison, president; Nestor Bohachuk, vice-president; Albert Yaremchuk, secretary-treasurer; and policy committee members, Allan T. Rostron, Mrs. M. Lugg, John R. Bauman, and Mr. McCallum. Reports on the Central East Zone meeting were given by John S. Misik and H. A. Doherty.

### **Milk River-Masinasin-Coutts Sublocal**

The sublocal's regular meeting was held on November 12 with President J. Sisko in the chair and 19 members and three visitors present. E. Taylor, president of the Warner County Local and principal of Coutts School, outlined medical insurance plans. Plans were made for a teachers' bonspiel in Milk River in February. Guest speaker was District Representative R. B. McIntosh who spoke on the subject of pensions.

### **Mundare Sublocal**

The highlight of the December meeting, attended by 20 teachers, was a talk by Superintendent J. H. Blocksidge on homogeneous and heterogeneous grouping in schools. Mr. Blockridge discussed both the good and weaker features of the



systems. The teachers, accompanied by husbands and wives, enjoyed the social time and luncheon which followed the business meeting and for which Fred Alexandriuk was responsible.

### **Ponoka Local**

Of what value is a remedial reading program in a school? This question was answered by a group of teachers who conducted a survey in the Rimbey area. Results of the project were reported by Gordon Matthias, Rimbey principal, at the November 20 local meeting. Remedial and non-remedial groups were chosen from Crestomere, Rimbey, and Bluffton in Grades VII, VIII, and IX and comparisons were made over a six-month period. Following the use of Stone and Grover Readers and Gates Reading Survey Tests to gauge the progress made, most groups increased in comprehension at the expense of speed. Generally, the remedial groups improved more than the non-remedial groups.

J. D. McFetridge of Castor, R. Skaret of Ponoka, and C. O. Jevne of Mecca Glen also addressed the meeting.

### **Red Deer City Sublocal**

The November meeting of the sublocal was held in the library-lunchroom of the new Eastview Junior High School. Principal Allan Gibb and his staff welcomed teachers and conducted them through the new building.

President William P. Smith conducted the business meeting. Appreciation was expressed for the party given by the school board on November 13. Questionnaires were distributed to elicit information regarding preferences in the matter of evening courses for university credit. Mrs. Mabel Nash introduced the speaker, Superintendent Harold Dawe, who gave an account of the recent Alberta School Trustees' Association convention to which he was a non-voting delegate.

### **St. Albert Sublocal**

The sublocal sponsored a half-day institute on December 4 in the new school

building in St. Albert. The teachers divided into five groups according to grades taught for workshops on planning enterprises and units of work. T. Byrne of the Department of Education was consultant for the high school group. The teachers were enthusiastic about the benefits of the institute, one of four taking place within the Sturgeon School Division, and plans are underway to hold one for all the teachers in the division next spring.

### **Sullivan Lake Sublocal**

Local officers elected at the convention meeting are: Rodney Morisset, president; Gordon Hunter, vice-president; Richard West, secretary-treasurer; and Frank Lee and Ron Mundell, councillors. Approval was given for the purchase of suitable gifts for Mrs. Daisy Cook and A. W. Prime who are making their homes in Hanna after giving long and faithful service as teachers in this area.

### **Viking-Kinsella Sublocal**

H. A. Pike, the Superintendent of the Holden School Division, was the guest speaker at the sublocal meeting on November 14 in the Kinsella School. He examined the qualities of a liked teacher. Neat appearance, delightful speech, and the ability to maintain a businesslike classroom atmosphere were emphasized. Sound discipline, he said, is not based on domination but on respect and cooperation.

### **Vulcan Local**

President Bruce Palk of Champion chaired the regular November meeting held at the Champion School. F. Burchak, convention representative, reported on a meeting held in Calgary, and asked the teachers to consider and present suggestions as to how the annual convention might be improved. A \$25 contribution was made to the Alberta Advisory Committee on Educational Research, and subscriptions to the committee's journal for each of the ten schools in the county were approved.



## Changes Ahead For Our Schools

*(Continued from Page 13)*

mathematicians, scientists, and competent specialists from other areas of organized knowledge.

### Teachers for tomorrow

Construction of new sequences of learning experiences will be of little value unless we prepare teachers who have a firm grasp of the objectives to be sought and a highly developed ability to motivate and guide learners in those elements most essential to their own growth and to the demands of a changing society. The kinds of programs of teacher education which we provide in the next decade will condition the quality of American education for the remainder of the twentieth century.

The preparation of teachers should be one of the most highly valued activities on any university or college campus; and institutions not willing to attach such value to this function should disqualify themselves from participation in it. The evidence of valuing should be reflected in staffing policies, in salaries, and in the willingness of members of the faculties of many departments to invest their time and thought in the improvement of teaching.

### Research, the bellwether

The quality of education demanded by our age cannot be achieved without increased emphasis on systematic research and on measures for translating research findings into educational practice. The whole fabric of a society in which all men share the responsibility for public policy rests on a foundation of universal education. But, universal education is a shaky foundation for civic responsibility in the modern world unless the educative process constantly is made more effective by the application of research. Students of education are aware of the need to develop theories of learning which take into account the purposive nature of the human organism. They recognize the need for intensive and

sustained research into the nature of motivation and learning, definition and measurement of teaching effectiveness, and many other problems central to the work of the schools. For this fundamental research we cannot rely exclusively upon the efforts of graduate students or the meagre amount of time which professors of education can set aside from crowded teaching schedules. Instead, we need to build teams of highly competent research people who will devote their major efforts over a period of years to the construction and testing of hypotheses with regard to the factors influencing education.

It will not do, however, to wait upon the development of an exact science of education. Application of the imagination to the improvement of teaching and the organization of learning experiences holds as much promise as the advancement of science. Improvement will come quickly, if a large number of teachers and students of education become imbued with a spirit of experimental inquiry, and if the promising ideas evolved are tried out under conditions which permit careful and continuous evaluation. The laboratory schools on university campuses should pioneer in this work as they did in the period of the 1920's. Many other schools should encourage similar attempts by teachers to evolve and try out new ideas.

In order to reap the full benefits from research, improved programs of teacher education and curriculum revision, we must take steps to strengthen the organization and administration of our schools. Educational administration today is fraught with difficulties which arise in part from the mounting demands on education, and in part from such factors as increasing enrolments, the shortage of qualified teachers, the inadequacy and inelasticity of school revenues, and the existence of many school districts too small to provide a modern program of education.

Hope for schools equal to the demands of our times rests in a heavy investment



of thought and an outpouring of resources to make possible drastically re-organized sequences of learning experiences, new patterns for the organization of teaching personnel, and a continuous process of imaginative planning and systematic evaluation. To be truly effective our American program of education must be suited to the responsibilities citizens should assume under a democratic government where individual choice and free enterprise prevail. Furthermore, it must be based on the best available knowledge of how learning takes place and how desirable social changes are produced.

To thus bring practices in the schools in line with the demands of our times and the current state of knowledge about learning will add to the cost of maintaining the schools. Fortunately, the American economy has advanced to a point where doubling or tripling the expenditures for education will constitute no real drain on the national income. In fact, increased expenditures for education, so far from constituting a threat to our standards of living, will contribute to an increasing standard both by creating new demands for products and services, and by increasing worker effectiveness and productivity.

## ATA Bonspiel

Joe McCallum and his Edmonton rink of M. L. Hayes, R. V. Clark, and H. B. Harding took the honours in the first province-wide teachers' bonspiel held in Edmonton on Friday, December 28. Dr. Pat Rose presented the trophy which he donated in memory of his father. To the winners also went four shirts.

Ernie Simpson, J. L. Ellingson, J. Hunter, and R. D. Armstrong took the travelling clocks for second prize, and Roger Johnston, A. S. Corneliuson, A. J. Skitch, and N. S. Chernichan picked up shirts for third slot.

Four plaques went to Dick Staples and his rink of C. W. Poloway, L. Clapperton, and W. Sharek as consolation prizes.

A total of 32 rinks, 11 from outside Edmonton, competed in draws at the Granite and Menorah curling rinks. Each rink curled three games. Luncheon and a banquet were served to the curlers.

At the banquet, Kim Ross, ATA President, and Dr. Pat Rose presented the prizes. A. G. Bayly, president of the Edmonton Teachers' Curling Club, and W. P. Wagner, superintendent of Edmonton Public Schools, welcomed the curlers from outside Edmonton.

A committee was appointed, consisting of Ernie Simpson, chairman, George Bayly, Roger Johnston, Dick Staples, and Ed Richardson, to plan for a 'spiel in 1957. W. Roy Eyres will serve the committee as secretary-treasurer.

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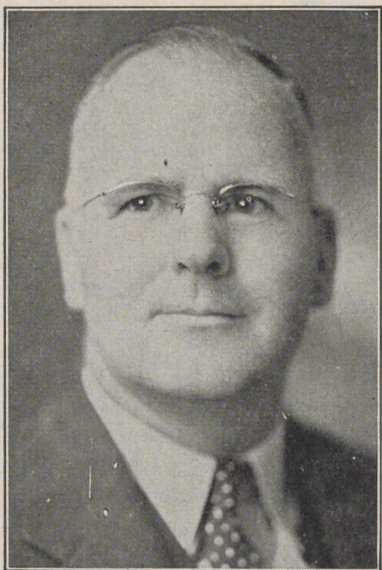
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**T. A. McMASTER**

Manitoba teachers mourn the loss of their redoubtable champion and general secretary, T. A. McMaster, who passed away on December 10 following a brief illness.

Tom, who was well-known to those active in teachers' association work, has been to The Manitoba Teachers' Society what Dr. J. W. Barnett was to the Alberta Teachers' Association. Always a forth-

right and aggressive counsellor for teachers' rights, his voice with its Scottish flavour was often heard in the Western Conference of teacher organizations and in the annual meeting of the Canadian Teachers' Federation.

Besides his work as general secretary of The Manitoba Teachers' Society, Tom found time to be a member of the Masonic Order, the Manitoba Command of the Canadian Legion, the Winnipeg Chamber of Commerce, and the Winnipeg Rotary Club. He was a life member of the National Education Association and was an associate member of the American Institute of Management. During the second world war he was executive director of the Canadian Legion Education Services.

Tom was a gold medalist in education during his university career and received the Canadian Legion Certificate of Merit for outstanding work in education.

To his widow, to his son and his daughter, and to Manitoba teachers go our deepest sympathy.



# Secretary's Diary

## Conference Committee Meeting

Representatives of the Department of Education, the Alberta School Trustees' Association, and the Alberta Teachers' Association met on December 6.

This Conference Committee, under the chairmanship of Dr. W. H. Swift, deputy minister of education, generally meets in December and January to consider proposed amendments to *The School Act, 1952* and departmental regulations, and resolutions from the Alberta School Trustees' Association and the Alberta Teachers' Association.

The Alberta School Trustees' Association always asks for the same dates for resignations as for dismissals, and twice now, the Alberta Teachers' Association has reluctantly submitted to compromises in the tenure regulations that were certainly not in the best interests of the teachers. Last year, the minister of education asked the Executive Council to submit a brief about dates for resignations and dismissals. This was done, but the Act was changed again, limiting the freedom of teachers still more. And at this meeting, the Alberta School Trustees' Association trotted out the same old resolutions.

I, for one, am tired of arguing about these dates. I can't understand why the Alberta School Trustees' Association, representing the employers of teachers, is trying to make conditions of employment worse instead of better. Doesn't the Alberta School Trustees' Association know that there is a shortage of teachers as well as of scientific and technical personnel? Most employers are trying to improve working conditions for their employees, not worsen them. This is no time for the Alberta School Trustees' Association and the Department of Education to 'get tough' with teachers.

One of the annual proposals is that dismissals should be subject to appeal to a committee of the Department of Education, rather than



to a hearing before a Board of Reference. It is obvious that the Alberta School Trustees' Association does not like formal hearings before a judge, and that it thinks it might have some kind of influence with a departmental committee. I wonder if the same reasoning is behind the trustees' proposals to have salary disputes handled by the minister and the Department of Education?

Perhaps the solution for the date problem is to advocate that both teachers and boards should have the right to terminate contracts by giving 30 days' notice at any time, and that all dismissals and all resignations, except resignations submitted in June, July, and August, be subject to appeal to a Board of Reference.

As Kim Ross, our president, says, if you slice the bologna often enough, you end up with the whole of the bologna. We have been losing this bologna at an alarming rate—a slice every year, and not always a thin one.

### **Executive Council Meeting, December 7 and 8**

The regular December meeting of the Executive Council was held the first weekend in December. One of the main decisions was to engage another executive assistant. Possibly some teachers are wondering why another executive officer is needed in head office. In the last ten years the business of the Alberta Teachers' Association has increased in many ways—more teachers, more committees, more correspondence, more salary negotiations, more meetings, in brief, more professional and association activities.

It was decided to discontinue the convention assessments of approximately one-half of the cost of sending a main speaker and representatives of the Executive Council to the 16 fall conventions.

### **ATA Bonspiel**

Thirty-two rinks held a one-day bonspiel in Edmonton on December 28, with Joe McCallum of Edmonton winning first prize, Ernie Simpson of Edmonton, second prize, and Roger Johnston of Edmonton, third prize. Dr. Pat Rose presented a trophy in honour of his father, the late Pat Rose, who taught in Edmonton schools for forty years. A committee was appointed for the 1957 bonspiel.



## Regional Conferences

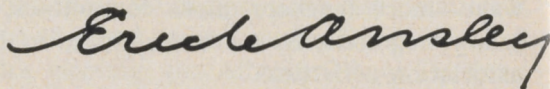
For the second year, F. J. C. Seymour, assistant general secretary, has arranged a number of conferences to discuss economic conditions in education. Mr. Seymour and H. J. M. Ross, president, have attended all the meetings, and other members of the executive have attended one or more of them.

## Other Meetings

The Teacher Recruitment Committee met on December 11. The Faculty Committee on Educational Research met on January 7.

### T. A. McMaster, Manitoba

I regret to report the death of T. A. McMaster, general secretary of The Manitoba Teachers' Society, on Monday, December 10. Mr. McMaster had not been in good health for several years. On the Friday preceding his death he had attended an important meeting of teachers and he was taken to the hospital on Saturday morning. Tom McMaster was well known to many Alberta teachers, through the Western Conference and the Canadian Teachers' Federation. He made great contributions not only to education in Manitoba but in Canada, and his wise counsel and humour will be greatly missed in western Canada and at national meetings on education.

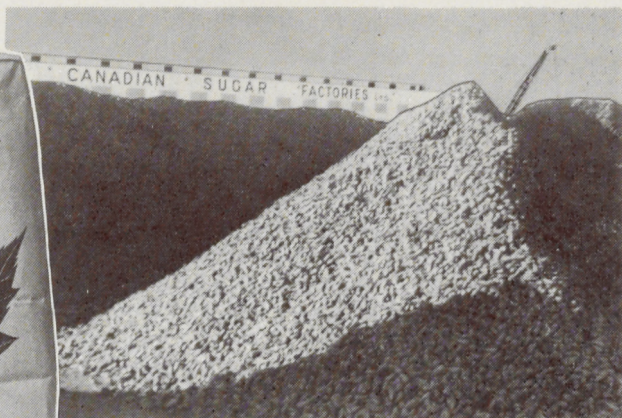
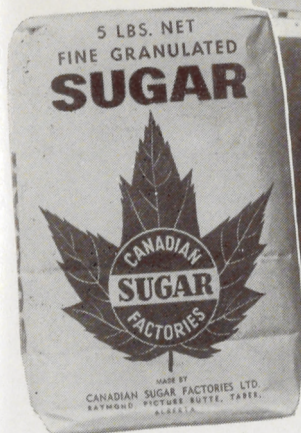


## *Voters' List*

### ELECTIONS, EXECUTIVE COUNCIL ALBERTA TEACHERS' ASSOCIATION

An alphabetical list of the members of the Alberta Teachers' Association, as registered on January 31, 1957, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see that their names are included, and, if they are not, to notify head office immediately. **Be sure to check the voters' list when published for your name.**





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